DOCUMENT RESUME

ED 141 568 CE 011 414

TITLE	Health Careers Education Program in Georgia High Schools.
INSTITUTION	Georgia Univ., Athens. Div. of Vocational Education.
SPONS AGENCY	Georgia State Dept. of Education, Atlanta.
PUB DATE	[74]
NOTE	177p.; For a related document see CE 011 413 ; Guide directed by Health Occupations Teacher Education Program, University of Georgia
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	Advisory Committees; Behavioral Objectives; Career Education; *Cooperative Education; Curriculum Guides; *Curriculum Planning; *Health Occupations Education; Instructor Coordinators; Job Skills; Program Content; Program Coordination; Program Evaluation; Program Planning; Secondary Education; *Skill Development; Staff Role; Student Organizations; *Work Experience Programs
IDENTIFIERS	*Georgia

ABSTRACT

A companion volume to the curriculum guide "Health Careers Cooperative Education in Georgia High Schools," this guide was developed to provide an overview of the 3-year program, to identify options within the program, and to serve as a guide to realistic planning for cooperative education teacher-coordinators. The following topics are discussed: Health careers program philosophy, administrative planning and organizing for a health careers education program, the advisory committee, the purposes of and how to organize a Health Careers Club (HCC), overview of the 3-year health careers curriculum, and suggested curriculum content for each year in outline and narrative forms. The first year curriculum plan also lists over 50 health occupations in a three-column format, with each listing including related instructional material(s) and related resource persons, businesses, or organizations. Appendixes contain recommended lists of audiovisual materials, equipment, texts and references, expendable items; example forms for the advisory committee; examples of an affiliation agreement; and a classroom floorplan. (TA)

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HEALTH CAREERS EDUCATION PROGRAM IN GEORGIA HIGH SCHOOLS

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A PROJECT TO DEVELOP
A HEALTH OCCUPATIONS PROGRAM
G.S.D.E. PROJECT #7312

CONDUCTED BY
HEALTH OCCUPATIONS TEACHER EDUCATION PROGRAM
DIVISION OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF GEORGIA

CE 011 414

ACKNOWLEDGEMENTS

This curriculum guide was developed in accordance with the input of many teachers in the Health Careers Programs in Georgia and influenced by review of curriculum guides from the states of North Carolina, Kentucky, New Jersey, California, and Indiana.

Shirley Deverell, teacher in the Health Careers Education Program in White-Lumpkin Vocational High School, designed the initial curriculum framework. Other teachers of Health Careers reviewed and critiqued the materials through several revisions. As a result, the curriculum guide represents the thinking of Health Careers teachers throughout Georgia.

Grateful appreciation is extended to Claire B. Keane for her skillful editing and to Sandra Baugh for typing the manuscript.

PREFACE

Throughout the preparation of the curriculum guide Health Careers Cooperative Education in Georgia High Schools, the need for a companion volume related to the total Health Careers Education Program was reiterated by the teachers of the programs. This guide was prepared in response to the need acknowledged by these teachers and developed in accordance with their thinking and suggestions for the total program.

Hopefully, this volume, along with the previous volume, will serve to provide an overview of the three-year program, identify options within the program, and serve as a guide to realistic planning for those who accept the challenge of providing relevant Health Careers Education Programs in the Georgia High Schools.

Those counties with a Health Careers program are shown in Figure 1 on the following page with a list of each school currently conducting a program on the following pages.

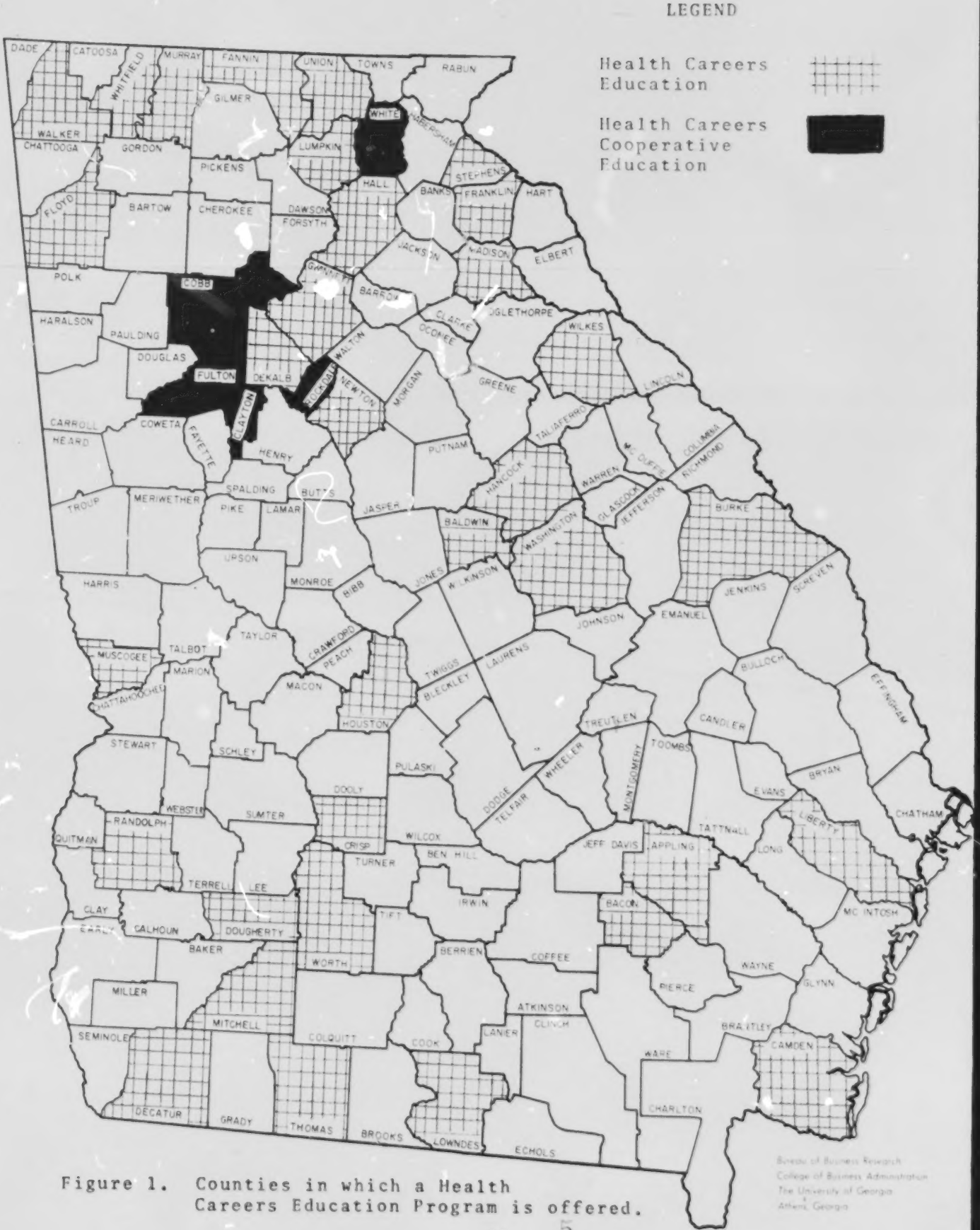

Figure 1. Counties in which a Health Careers Education Program is offered.

HEALTH CAREERS EDUCATION PROGRAMS

IN

GEORGIA HIGH SCHOOLS

APPLING COUNTY

Appling Co. H.S.
Baxley, GA 31513

ATLANTA CITY

*Archer H.S.
Atlanta, GA 30318

Washington H.S.
Atlanta, GA 30314

*Frederick Douglass H.S.
Atlanta, GA 30318

BACON COUNTY

Bacon Co. Bd. of Ed.
Alma, GA 31510

BALDWIN COUNTY

Baldwin Area Voc. H.S.
Milledgeville, GA 31061

BURKE COUNTY

Waynesboro H.S.
Waynesboro, GA 30381

CAMDEN COUNTY

Camden Co. H.S.
St. Mary's, GA 31558

CLAYTON COUNTY

*Forest Park Sr. H.S.
Forest Park, GA 30050

COBB COUNTY

*South Cobb H.S.
Austell, GA 30001

CRISP COUNTY

Crisp Co. H.S.
Cordele, GA 31015

DECATUR COUNTY

Bainbridge H.S.
Bainbridge, GA 31711

DEKALB COUNTY

Dekalb Occup. Ed. Cntr.
Dunwood, GA 30338

DOUGHERTY COUNTY

Albany Voc. H.S.
Albany, GA 31705

FANNIN COUNTY

Fannin Co. Voc. H.S.
Blue Ridge, GA 30513

FLOYD COUNTY

Coosa Valley Voc. H.S.
Rome, GA 30161

FRANKLIN COUNTY

Franklin Co. H.S.
Carnesville, GA 30501

GWINNETT COUNTY

Career Education Center
Lawrenceville, GA 30245

HALL COUNTY

Gainesville H.S.
Gainesville, GA 30501

*Health Careers Cooperative Education

North Hall H.S.
Gainesville, GA 30501

HANCOCK COUNTY

Hancock Central H.S.
Sparta, GA 30187

HOUSTON COUNTY

Houston County Schools
Perry, GA 31069

LIBERTY COUNTY

Bradwell Institute
Hinesville, GA 31313

LOWNDES COUNTY

Lowndes Co. H.S.
Valdosta, GA 31601

LUMPKIN-WHITE COUNTIES

*Lumpkin-White Voc. H.S.
Cleveland, GA 30523

MADISON COUNTY

Madison Co. H.S.
Danielsville, GA

MITCHELL COUNTY

Mitchell Co. H.S.
Camilla, GA 31730

MUSCOGEE COUNTY

Muscogee Co. School Dist.
Columbus, GA 31904

MURRAY COUNTY

Murray Co. H.S.
Chatsworth, GA 30705

NEWTON COUNTY

Newton Co. H.S.
Covington, GA 30209

RANDOLPH COUNTY

Randolph Co. School
Cuthbert, GA 30740

ROCKDALE COUNTY

*Rockdale Co. H.S.
Conyers, GA 30207

STEPHENS COUNTY

Stephens Co. H.S.
Eastanolle, GA 30538

THOMASVILLE CITY

Thomasville Voc. H.S.
Thomasville, GA 31792

UNION COUNTY

Union Co. H.S.
Blairsville, GA

WALKER COUNTY

LaFayette H.S.
LaFayette, GA 30728

Rossville H.S.
Rossville, GA

WASHINGTON COUNTY

Washington Co. Career Cntr.
Sandersville, GA 31082

WILKES COUNTY

Washington-Wilkes Comp. H.S.
Washington, GA 30673

WORTH COUNTY

Worth Co. H.S.
Sylvester, GA 31791

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I.

HEALTH CAREERS PROGRAM - SECONDARY LEVEL

PHILOSOPHY

The Health Careers Program is designed to contribute to individual development through experiences which foster career awareness, career exploration, and career preparation. The program contributes to readiness for tentative career decisions, thereby facilitating planning related to postsecondary education, obtaining employment, and/or becoming an informed client of the health services system.

The Health Careers Program is designed for any student who is interested in the health field. No student should be denied the opportunity to participate in aspects of the program because of sex, race, creed, color, or socioeconomic status.

Aptitudes, interests, feelings, attitudes, and values all influence students' career aspirations and learning capabilities. Therefore, it is evident that different approaches should be provided to accomodate learning needs of different students, to permit each to progress according to individual abilities, and to provide appropriate informational feedback to facilitate achievement of learning goals by each student.

Instructional techniques should be flexible. Equipment and media of various types should be available, to provide for differences in perceptual mode and learning style. The physical appearance of the room or laboratory setting should reflect the types of employment settings in the health field, insofar as possible.

Individual differences of students and their respective needs not only require flexibility in the educational program itself, but also in the role and responsibilities of the instructor. The instructor must be knowledgeable about roles and responsibilities of various health workers, about health care facilities in the area and views of administrative personnel in those facilities, and about established and emerging job performance requirements in the various health disciplines. In addition, the instructor must be able to plan and select appropriate learning experiences, monitor student progress, diagnose learning obstacles, guide students in developing tentative career goals, and collect information regarding individuals and groups, employment needs, and job performance requirements.

The Health Careers Program is responsible to the educational community for providing learning experiences relevant to the needs and interests of students; it is responsible to the total community for contributing to the preparation of health workers who will function safely and effectively.

II.

ADMINISTRATIVE PLANNING AND ORGANIZING FOR A HEALTH CAREERS EDUCATION PROGRAM

Careful planning is essential in establishing Health Careers Programs. In order to give adequate attention to details, recruit a qualified teacher, and orient students and parents to the program, planning for a Health Careers Program should begin at least one year in advance. Following are suggestions to guide the local school administrator through the process.

DETERMINATION OF NEED

Determination of need for the program should be established by surveying student interests, local and regional employment needs and opportunities, and reactions of community health agency personnel to the program. The Georgia State Department of Education, Division of Vocational Education, should be consulted early in the planning for guidance related to procedures for obtaining program approval.

SELECTION OF INSTRUCTOR

The teacher is vital to the success of the program. Following are some guidelines for the selection of the teacher.

Educational Qualifications

The teacher must be credentialed in one disciplire of health and hold a valid Georgia Teaching Certificate. Recognizing that most health practitioners have not had formal preparation for teaching, provision has been made for issuing a permit, to allow such teachers time to qualify for a teaching certificate. Qualifications of the teacher are stated in the State Plan for Vocational Education and in regulations and policies of the Georgia State Department of Education.

Personal Qualifications

The teacher-coordinator should, in addition to qualifications of a health professional, have personal attributes related to remaining informed about changes and trends in the health field and be willing to continue to upgrade and update skills and knowledge in both the health field and in education. This can be accomplished through personal efforts, continuing education courses, degree-oriented study, inservice education, and professional activities. The teacher should be recognized as a competent health care worker and should be able to maintain effective working relationships with personnel in the schools and in health agencies.

ORGANIZE AN ADVISORY COMMITTEE

The advisory committee may be a temporary committee, if established prior to the program, or it may be organized

as a permanent group. Originally, the advisory committee would be organized to make recommendations regarding policies of the program, course content, training needs and employment opportunities, utilization of health care facilities in the community for training, ways to conduct the public relations program, and activities for recruitment and selection of students. Procedures for effective use of an advisory committee are discussed in Chapter III.

ESTABLISH POLICIES

Program policies should be in writing; copies should be made available to students and parents, and to personnel in health care facilities used by the program.

PROVISION OF FACILITIES

Since Health Careers Programs must be adaptable to various situations, the classroom and equipment in the classroom should be basic. The classroom should be functional for both group and individual study with adequate facilities for a minimum of 18 and a maximum of 25 students. The laboratory portion of the classroom should be equipped with basic equipment with adequate space for practice of health skills prior to assignment in the clinical areas. Sufficient equipment and supplies should be available to permit students to become familiar and skillful with that which they will use in the clinical

setting. Appendix B lists basic equipment and expendable items. Additions to this list should be determined according to program need and development.

A sink, simulated laboratory work areas, and storage facilities should also be incorporated into the Health Careers classroom. A basic floorplan is included in Appendix G.

Audiovisual equipment and a wide variety of resource materials for both individual and group work must be provided. Appendix B lists recommended equipment and aids.

Adequate texts and resource materials pertinent to the program should be located within the instructional area. Appendix C lists recommended texts and references.

A conference area or instructor's office should be located adjacent to the classroom and should contain a typewriter, unencumbered phone, and filing cabinet (with lock) for records and reports. Clerical assistance should be available as needed.

It is important for administration to acknowledge that the health field is not a static field, but is continuously changing. Therefore, equipment and resource needs for the program must continuously be updated and expanded. Budgetary allowances must be incorporated into the total planning of the program.

CLINICAL FACILITIES

Clinical facilities must be available where the Health Careers Program is located. These facilities can be used to provide opportunities for the student to see health personnel in action, as a resource for health personnel involvement in the teaching process, and as a setting for students to develop competencies in the performance of health care skills while under supervision.

Obtaining Contractual Agreement with the Health Care Facility

It is recommended that a written agreement between the school and clinical agency be developed and renewed annually. See Appendix F for example.

Clinical Learning Experiences

Health Care staff must view the student as a learner rather than as an employee.

Clinical Supervision

The Health Careers student must be under the supervision of the instructor while visiting a clinical facility or acquiring clinical experience. When the student is in a clinical setting to acquire learning experiences, the recommended instructor/student ratio should not exceed 1/12, in order to insure adequate supervision.

Credits

It is recommended that each class consist of a two-hour block in order to insure adequate time for clinical-related activities. Five hours credit for each quarter is recommended.

III.

THE ADVISORY COMMITTEE

An advisory committee for health careers education at the secondary level is composed of 3-12 persons from the community selected on the basis of professional area, health agency affiliation or some area of expertise to act in an advisory capacity for the program.

Most members of the committee are selected because of extensive knowledge and experience in some area of the health field. However, the committee should not be limited to health professionals; there should be one member to represent the parents' view and one or more potential employers should be included on the committee. Persons to consider when selecting an advisory committee for the Health Careers Education Program include physicians, dentists, veterinarians, nurses, dental hygienists, adminstrators of hospitals and nursing homes, pharmacists, directors of child care centers, laboratory technologists, and many more from the health care community. The exact representation will vary from year to year but always, in any community, should provide for various points of view by diversity of representation.

There are basically two types of advisory committees: the general advisory committee which serves the

total vocational program and the craft committee, which serves only one curriculum program within the total vocational program. The advisory committee for Health Careers Education is a craft committee. The chairperson of the craft committee frequently serves as a member of the general advisory committee, also.

The health careers teacher or coordinator should assume the initiative in organizing the advisory committee, after obtaining administrative support for the planned procedure.

RATIONALE FOR FORMING AN ADVISORY COMMITTEE

School administrators have found that citizens can provide valuable assistance in determining the need for curriculum changes, in evaluating the educational program, in securing financial support for expansion and improvement of the school and in suggesting solutions to various problems facing educators. Through members of the advisory committee, the community participates in conducting certain educational programs offered by the school.

When establishing a new program, the advisory committee can make helpful suggestions regarding physical layout, qualifications of the teacher, and areas of emphasis in the curriculum. For an established program, the committee can assist in evaluating the curriculum

and suggest changes as needed, propose ways to improve communications between the school and the community, deal with specific problems, and devise ways to interpret the program to the community. In regard to Health Careers Cooperative Education, an advisory committee can assist in planning related instruction, assist with public relations, recommend and help to assess training stations for the students, and recommend criteria for selecting students to participate in the co-op program.

GUIDELINES FOR THE ADVISORY COMMITTEE

The guidelines might be viewed as a working plan of how the committee will be organized and how it will function. The guidelines should include statements regarding the following:

1. Purpose of the advisory committee;
2. Objectives of the committee;
3. Membership, such as -
    a. Who will be asked to become a member?
    b. How many will be asked to serve on the committee?
    c. How long will each member serve on the committee?
    d. What plan for rotation will be followed? One method of rotation of members is to replace one-third of the committee each year. This provides for both continuity and for the introduction of new blood. Initially, one-third of the members are appointed for one year, one-third for two years, and one-third for three years.

After a member has been retired from the committee for one year, he or she may be reappointed for another term.

e. Who whould be invited to the meeting?
Certain school officials should receive an invitation to attend the meeting. Those who should be invited are: the superintendent, the curriculum director, the principal, the vocational supervisor, and the guidance counselor.

f. How often should the meetings be held?
The number of meetings may vary from 2 or 3 per year to once a month. It is important to remember that these people are very busy and their time is valuable. Meetings should be brief and the nature of the meeting should be important. Night meetings seem to be convenient for many health care professionals. However, luncheon meetings may be ideal for some. The meetings should last about two to three hours to give ample time for discussion.

g. How many officers will be needed?
Usually three officers are needed: a chairperson, a vice chairperson, and a recorder.

THE CHAIRPERSON: After consulting school officials, the teacher-coordinator may decide to appoint a chairperson or this can be postponed until the first meeting and let the membership elect a chairperson. The chairperson is a key member of the committee and its success will depend largely on the leadership he or she provides. He or she must be sensitive to the views of the members; he or she should be able to listen critically and to criticize intelligently. Other desirable characteristics are good judgment, fairness, and reasonableness.

THE VICE CHAIRPERSON: A vice chairperson should always be elected to serve in the absence of the chairperson.

THE RECORDER: The teacher-coordinator should volunteer his or her services as the recorder since this job includes much clerical and paper work. Very few committee members would have the time necessary to devote to these matters.

h. What will be the duties of each officer?

THE CHAIRPERSON:

1. Establishing meeting dates and calling committee together
2. Planning committee functions
3. Preparing a suitable agenda
4. Providing background information as necessary
5. Presiding at meetings
6. Undertaking necessary follow-up
7. Providing reports as required
8. Maintaining necessary personal contacts with members
9. Assuring that physical needs are cared for

THE VICE CHAIRPERSON: Assists the chairperson when called upon to do so and presides at meetings in the absence of the chairperson.

RECORDER: Reports directly to the chairperson and receives instruction from that person. The recorder should be able to suggest appropriate items for the agenda, do the preliminary planning for the chairperson, and make such proposals as are most likely to meet the needs of the school. The secretary or recorder has the responsibility of preparing minutes of the meeting and any special reports. Copies of the minutes and special reports should be mailed to members and other authorized persons. Minutes do not have to be taken word for word, but it is important to record all major recommendations. Minutes do not have to be approved before mailing. Any errors, however, should be corrected as soon as discovered and reported at the following meeting.

4. Committee Expense:
Committee members are not ordinarily paid for their time or expenses. They usually regard this as their contribution to meaningful education of youth and to the betterment of their profession.

STEPS IN FORMULATING AN ADVISORY COMMITTEE

The following steps are suggested for actually implementing the first meeting once the guidelines are established.

1. MAKE A LIST OF PERSONS THAT YOU MIGHT LIKE TO HAVE SERVE ON THE ADVISORY COMMITTEE.

2. GAIN ADMINISTRATIVE SUPPORT FOR ORGANIZING THE COMMITTEE.

3. GET ADMINISTRATIVE APPROVAL OF THE LIST OF PERSONS TO SERVE ON THE ADVISORY COMMITTEE.

4. APPROACH THE PERSONS ON THE LIST AND ASK THEM INFORMALLY IF THEY WILL SERVE ON THE ADVISORY COMMITTEE FOR HEALTH OCCUPATIONS EDUCATION.

   This may require deleting some names of persons who cannot serve because of other commitments and adding new ones. Always remember to get administrative approval of persons added to the list before asking them to serve.

5. THE OFFICIAL INVITATION: After completing the list of names and securing each person's consent to serve, write a letter to the superintendent requesting that an official letter be mailed to the persons on the list (include names, addresses, and telephone numbers) requesting them to serve on the advisory committee for Health Careers Education. A copy of this letter should also be given to the vocational supervisor and to the principal so that they may be informed. The letter to the members of the committee should mention plans for an organizational meeting to be set up by the teacher or coordinator. (An example of a letter of appointment is found in Appendix E.

6. PLAN FOR FIRST MEETING: The following is a list of things to be done before the first meeting:

   a. Decide upon a date, time, and place for the first meeting. The date and time should be convenient for most members. The place for the first meeting might be a well lighted classroom with chairs and tables. If any special equipment such as a film projector, screen, or overhead projector is needed, make sure that it is available and in good working order.

   b. Plan an agenda. The agenda, or items to be discussed, should be relevant to the needs of the program. A sample of an agenda is in Appendix E.

c. Send each member of the committee a copy of the agenda prior to the meeting.

The teacher or coordinator is responsible for calling the meeting to order if the chairperson has not been selected. After the chairperson had been elected, he or she will call the meeting to order. As the meeting progresses, the agenda can be used as a guide. Ample time should be given for discussion and recommendations. Initially, it is advantageous to have the superintendent or some other qualified person discuss with the committee their functions, especially emphasizing their role to serve in an advisory capacity rather than as policy makers. However, the recommendations of the committee should be carefully considered with positive feedback from the school on committee activities and suggestions.

The school should actively recognize members of an advisory committee for their valuable assistance. There are many ways of doing this, i.e. letters of thanks, publicity in the paper, but one of the best is for school officials to keep informed of the work being done by the committee and earnestly act upon its recommendations.

What happens after the meeting is of major importance. Committee members often form an opinion of

their value to the school on the basis of what action the school takes on their recommendations.

Recommendations of the advisory committee should be acted upon by the Health Careers Education teacher when they do not involve policy changes. If the recommendations involve policy changes, the chairperson should be given the opportunity to bring the matter before the superintendent, or vocational supervisor. This person may make a decision or present the matter to the board of education for a decision.

An evaluation of the meeting by the Health Careers Education teacher or coordinator, the chairperson, and several school personnel the day following the meeting might be helpful in determining the effectiveness of the meeting and in making suggestions for improving future meetings.

Continuous evaluation of the committee's effectiveness is invaluable. The following questions may be used as a guideline for evaluation.

RESPONSIBILITIES OF MEMBERS

1. Is attendance at meetings regular? Or if a member is absent, is a representative sent in his or her place?

2. Are members knowledgeable in the following:

   a. role of the committee and how it is expected to work?

   b. names and responsibilities of school personnel?

c. philosophy of the school? the program?

d. objectives of the program?

3. Are members interested in and knowledgeable about the area in which they are advising?

EFFECTIVENESS OF MEETINGS

1. Was the meeting conducted in a businesslike way?

2. Did the room reflect the level of the meeting?

3. Was an effective atmosphere created?

4. Were the minutes of the meeting issued in reasonable time and to the essential people?

5. Have specific people been assigned special tasks or reports?

IMPACT ON THE PROGRAM

1. What is the general attitude of the school toward the work of the committee?

2. How have the committee's recommendations helped in solving department or school problems?

3. What other evidences are there of the committee's value?

4. How may further contributions be implemented?

RESPONSIBILITIES OF THE SCHOOL OFFICIALS

1. Is the committee well informed regarding developments in Health Careers Education and needs for their services?

2. Are suggestions given by the committee considered and used, if possible?

3. If suggestions are not used, is an explanation given so that future recommendations may be more useable?

4. Is the committee recognized and shown appreciation for its service?

The advisory committee can be a tremendous asset to a school. The development and maintenance of such a committee demands initiative on the part of the teachers, support from the administration and enthusiastic contributions from membors of the committee.

IV.

HEALTH CAREERS CLUBS

A national trend towards providing students in Health Careers Education with a youth organization, or Health Careers Club (HCC), is gaining momentum. Most recently, the Health Occupations Division of the American Vocational Association at the 1973 Convention in Atlanta reaffirmed its support for a Health Careers Club at the national level. The HCC can complement, supplement and strengthen the Health Careers curriculum by involving community leaders in the program. While the responsibility for organizing and advising the HCC is that of the Health Careers instructor or teacher-coordinator, the success of the club is dependent on administrative recognition and support. Mrs. Elizabeth Moore, State Consultant for Youth Organizations, New Jersey, presented the following information to the Georgia Health Careers instructors and cooperative teachers at an inservice workshop on April 26, 1974.

*Health Careers Clubs are coeducational school clubs which are concerned with careers in the health field. Membership is open to students currently enrolled in health occupations programs and to those interested in learning about the health field.

SOME PURPOSES OF A HEALTH CAREERS CLUB

1. To bring together young people interested in careers in health in order to share their common interests.
2. To explore opportunities and develop respect for the educational requirements which will contribute to occupational competence in health careers.
3. To provide information and assistance for local clubs.
4. To provide recognition and prestige through an association of local clubs.
5. To develop leadership abilities through participation in educational, career, civic, and recreational activities.
6. To foster a deep respect for the DIGNITY OF WORK.
7. To assist students in establishing realistic career goals.
8. To promote high standards in ethics, skills, scholarship, and safety pertaining to health careers.
9. To develop ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process.

*Based on a presentation by Mrs. Elizabeth Moore to the Health Occupations Teachers Inservice Workshop on April 26, 1974.

10. To encourage community activities.

11. To promote the development of health careers clubs.

12. To promote cooperation between all branches of health careers clubs.

WHO IS INVOLVED IN A HEALTH CAREERS CLUB?

1. The members--young people interested in exploring the numerous careers in the health field.

2. The interested adults, the school advisor. The advisor can be a faculty member with an interest in the health field, or the school nurse. The advisor works closely with other school and professional personnel to see that members get complete and up-to-date career information.

3. The state officers of the Health Careers Clubs. They are representatives at the state level to serve local clubs. They should know what is happening at the local level.

WHERE ARE HEALTH CAREERS CLUBS ORGANIZED?

Health Careers Clubs are usually organized in high schools. We have some in junior high schools. Health Careers Clubs are stimulated and supported by interests outside of the school; but the school is the institution providing the co-curricular or extra-curricular activities of which Health Careers Clubs are a part.

WHEN ARE HEALTH CAREERS CLUBS ORGANIZED?

The first step towards organizing a Health Careers Club, or course, is for someone to have the idea. In

some schools, that "someone" has been a student. In others, various adult groups or individuals have approached the students with the suggestion.

ORGANIZING A HEALTH CAREERS CLUB

1. Form an organizing committee. Composition--potential members, advisor, other faculty members who have had experience in working with clubs and representatives of organizations in the community who are potential community sponsors.

2. Obtain approval from school administration.

3. Know school policies concerning clubs.

4. Talk with advisors and members of other Health Careers Clubs. Ask for information of how they organized. Ask about type of program. If none are close enough for a personal chat, write to them.

5. Publicize the proposed club through every available source; the school newspaper, homeroom and assembly announcements, bulletin board displays, and a questionnaire survey to determine how many students will be interested in joining.

FIRST MEETING

Elect a temporary chairman to serve until the officers are duly elected.

A nominating committee can be appointed or elected, or nominations for a president, a vice-president, a secretary, and a treasurer may be made from the floor and elections held at the same meeting.

The method chosen depends on size of group and how well members know each other.

Discuss major topics such as:

1. Rules for membership
2. How dues should be established
3. Schedule for meetings
4. Size of the club
5. What committees are needed (Executive, Program, Service, Projects, Field Trips, Social, Ways and Means)
6. How publicity will be handled
7. What appointive offices will be needed (historian, parliamentarian, reporter, photographer)
8. How to seek a charter with State Organization.

SECOND MEETING

Elect officers.

Appoint a Constitution and By-laws Committee (appointed by new president). First reading should be at the third meeting; if no changes, vote. Second reading at fourth session. Two-thirds vote should be required to change the Constitution.

After the president has been elected, he or she should assume the chair, with thanks expressed to the temporary chairman for a job well done.

EXECUTIVE COUNCIL MEETING

Instruct officers what to expect.

Develop agenda.

THIRD MEETING

Constitution and By-laws read.

Vote.

Send copy to State Health Careers office.

HOW TO MAINTAIN INTEREST

Develop interest through--

1. Curiosity (visit prospective members)
2. Activity (committee work, program of work)
3. Love of the health field (being involved in health projects)
4. Self-advancement (awards)
5. Competition (contests)
6. Challenge (program of work)
7. Progress (creativeness)

PLANNING CHAPTER ACTIVITIES

PROFESSIONAL--Those which contribute to the professional improvement of the students

FINANCIAL--Involve raising funds to support the financial obligations of the Chapter

CIVIC--Activities conducted by chapters to serve the school and community

SERVICE--Activities emphasize the need for sharing with others

SOCIAL--Activities are an important finishing touch

A youth organization in health careers can complement, supplement, and strengthen the health occupations instructional program. Combined with classroom instruction and significant projects, the HCC adds depth and scope to the total instructional program. Enrichment is provided through competitive events, civic projects, social awareness activities, vocational development activities planned by students with guidance and direction from the teacher and/or advisor.

Health Careers Clubs activities can be a fountainhead of inspiration to health occupations students. Participation in the total program can stimulate student interest and impel them to excel in their studies, their occupations, and their careers. Many HCC activities improve knowledge, increase skills, and shape acceptable attitudes that will contribute to careers in health.

Possible objectives for a HCC include:

1. To develop leadership skills of persons who plan careers in the field of health. (Through competitive events and activities relating to the Health Careers Clubs program of work, students participate in experiences which prepare them to assume leadership responsibilities.)

2. To develop a sense of individual responsibility. (Acceptance of responsibility is a trait of primary importance in a student's development into an effective health worker. Projects and committee activities contribute to the development of a sense of responsibility.)

3. To provide opportunities for intelligent career choices in the field of health. (Selected HCC

activities are helpful to students in choosing significant career goals in health.)

4. To contribute to mental and physical health through satisfying social and recreational activities. (Social and recreational activities contribute to the personality and physical qualities which permit personnel in the health field to function effectively. A variety of HCC activities are instrumental in developing these qualities.)

5. To develop respect for education in health which will contribute to vocational competence. (Personal competition and completion of written studies require a descriptive vocabulary and the ability to communicate clearly. These activities illustrate to the student the need for clear thinking, persuasive thinking, forceful speaking, and effective writing--all hallmarks of a successful person.)

6. To develop an understanding of and an appreciation of the field of health. (As HCC students refine their occupational goals and learn about the field of health, a substantial part of the club's activities may be spent in learning about job opportunities in health.)

7. To develop an appreciation of civic and social obligations of personnel in the health field. (In class or chapter work, the student learns to recognize obligations to the community through studying community needs and planning activities related to civic improvement.)

8. To interpret the instructional program to health professionals, members of the faculty, parents, and other students. (Involving health professionals and members of the faculty as judges of competitive events affords an opportunity to interpret the instructional program of Health Careers. The student may gain public speaking experience by describing the program at the school assembly and writing experience by preparing articles for the newsletters of hospital associations or industrial house organs.

HOW STUDENTS BENEFIT FROM PARTICIPATION IN A HEALTH CAREERS CLUB

A. Chapter Identity--Sense of belonging
Purpose
Achievement

B. Personal and Group Recognition--For accomplishments and a job well done

C. Motivational Involvement--A student-centered organization of, for, and by the students

D. Group Participation--Learning to work and deal with people
Group decisions and compromises

E. Competitive Activity--The development and quest for excellence

F. Unlimited opportunity for personal growth and development

A state association of Health Careers Clubs consists of local chapters within the state. The functions are:

1. To act as a unifying body by providing an opportunity for chapters to work and plan together on a statewide basis.

2. To set standards which local chapters must meet before a charter can be granted.

3. To act as a clearing house for information and ideas which will benefit health careers clubs locally, statewide, and soon nationally.

V.

OVERVIEW OF THE THREE-YEAR CURRICULUM

Curriculum of the Health Careers Education Program must be flexible, since the program is available to all students who are interested in the health field. Therefore, the curriculum should be designed for students who are exploring the health field as a means of clarifying personal interests and making tentative career choices. In order to provide for wide diversity of interests and to include, insofar as possible, all career options in health, a core curriculum* was designed to provide a foundation for students with various goals. The core curriculum assures that students with varied interests will have an opportunity to interact and to acquire broad perspectives of the health field as a group. Then, special or unique interests of each student can be explored according to personalized planning for advanced portions of the program.

PROGRAM OBJECTIVES

As a result of participation in the Health Careers Education Program, the secondary school student will be able to--

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*Core curriculum, as used here, refers to commonalities of the various career choices on which units of study can be based which are relevant to all students' learning goals.

make a realistic career decision.

acquire the knowledge, skills and attitudes which will enhance his ability to find, keep and advance in a job.

demonstrate broad knowledge of the health care delivery system and of trends in health care delivery.

apply the principles of health maintenance to self.

utilize health care services effectively.

value himself and others as unique individuals.

recognize the value of work to the individual, society and as an important component of daily living.

recognize the dynamic nature of society and the need to continue to learn throughout life.

go to work or continue the educational process through postsecondary education.

detect a unity of purpose between general education and education for work which makes the total educational process relevant to his needs and an education for living.

SPECIFIC OBJECTIVES

The following specific objectives have been stated to provide a basis for designing the three year curriculum. These specific objectives are derived from the preceding broad objectives.

First Year

Objectives for the first year of the Health Careers Education Program can be organized into any of several possible sequences. One sequence, organized by quarters, is shown below. If the first year program has been

individualized (or personalized) the management of the program would be such that time constraints could be varied, to permit every learner to achieve objectives at a rate appropriate to that learner; as a condition of progressing to new units of study, performance at o. above the stated minimum standard should be required.

Quarter One. Upon completion of the activities provided during this quarter, the student will be able to:

describe the activities, and educational preparation of at least 10 health workers in the local community.

describe the characteristics of the health worker in terms of the effect of these characteristics on the physical and mental well being of the consumer of health services.

describe the worker from the view point of the prospective employer.

describe the moral and legal requirements for the health worker in terms of the individual right of the patient.

Identify and communicate with institutional, governmental, and organizational sources of information concerning health occupations and the educational requirements for these jobs.

recognize the multiplicity of the communications within the health care setting and the necessity for efficient communication.

Quarter Two. At the end of this quarter, the student will be able to:

describe the services offered by five or more agencies providing health care in the local community.

relate the personal history of a specified chronically ill person in terms of the arrangements made for health services delivery.

discuss components of health maintenance including exercise, rest, cleanliness, diet and recreational diversion.

describe at least three health services or organizations which are needed in the local community but are not currently available.

relate the availability of health care services to the poor.

successfully complete the American Red Cross Multimedia First Aid Course.

describe "safety" in terms of the delivery of health services, the home, all work and other activities.

define primary health care and describe the modalities used to detect illness.

Quarter Three. At the end of this quarter, the student will be able to:

explore the function of work and describe that function in terms of its value to the individual and to society.

recognize communication as an important aspect of all human activity and describe at least five elements of communication including feedback and nonverbal communication.

demonstrate proficiency in the use of the telephone.

perform accurately the following tasks:

- Handwashing
- Using aseptic technique
- Measuring vital signs
- Using the metric system

demonstrate the ability to perform the tasks of the worker in a specific occupation at the beginning level in that occupation.

make a decision concerning health occupations education which may involve further exploration, intensified experience in a particular direction, rejection of health as a career choice, or return to the purely academic curriculum to take subjects needed to continue in a health career preparatory program at the postsecondary level.

Specific outcomes for this quarter will be determined by the career interests of the students and by the needs demonstrated in the first two quarters. The students could prepare for more than one job and would have this option. Some students may need the whole quarter to become proficient at one job. This quarter will involve more on-the-job observation and will be more task oriented than the previous quarters.

The students should have intensive and specific counseling at this time to help them identify their potentialities. The activities of the students can be the basis for achieving the desired outcomes for the first year and this quarter can be used to bring things together, and thus, reinforce learning.

Second Year

The second year curriculum of the Health Careers Education Program provides a number of options; the specific objectives vary according to the option a student elects. Also, the second year student should participate in cooperative planning with the teacher to establish objectives which are in accord with the student's current needs and goals. For this reason, the options will be described.

Option One: Quarter One. At the end of the first quarter, the student will be able to:

recognize common influence on human behavior

demonstrate a general understanding of human anatomy and physiology.

understand medical terminology.

explain the role of a health worker in an occupation not known to most people.

report on a health related subject which he has researched.

Option One; Quarter Two. At the end of the second quarter, the student will be able to:

explain the effects of selected topics from the study of sociology on the individual.

understand and identify selected individual and group behaviors as constructive or destructive.

perform one or more relatively complicated skills from at least five different occupations.

report on an innovative health care delivery plan or an innovative program for preparing health workers.

Option One; Quarter Three. At the end of the third quarter, the student will be able to:

make an informed decision on the selection of a career in the health field or a decision to pursue another interest.

develop specific skills leading to employment in one or more areas of health care or maintenance.

Option Two; Quarters One, Two, and Three. In the second year, the student will work for pay for a minimum of 15 hours a week, ten of which will be during school hours. The student will have one hour of related instruction

per day. The related instruction class will deal with specific problems and questions arising out of the work environment. Conscious effort will be made to help the student gain insight into the areas of human relations, communications, individual and cultural differences, and specific information related to anatomy and physiology, terminology, diseases, diagnostic procedures and other studies which relate to the work situation and interests of the student.

Third Option. The student will continue efforts to achieve objectives stated for the first year.

Third Year

The third year curriculum would be open to twelfth grade students who entered the Health Careers Educational Program at the tenth grade level or, possibly, a student who entered at the eleventh grade level and progressed at an accelerated rate through the content of the first two years. It is expected that enrollment in the third year program would be small, that students registering for the third year would be capable of a high level of self-direction in achieving their own objectives, developed through cooperative planning with the teacher, and that most enrollees would be ready for and would desire some work experience in combination with the course content of the third year. It is possible

that enrollees in the third year course would represent each of the following four options.

Option One. The student will be employed part-time as a paid, entry-level worker and participate in related instruction (one class period per day) relevant to his work experience (co-op);

Option Two. The student will enter a postsecondary health occupations education program and, upon completion, receive a high school diploma as well as the certificate of that specific health occupations program (Georgia Senior Plan);

Option Three. The student will develop advanced skills in a selected job in health, with supervised work experience in a health agency;

Option Four. The student will become a full-time employee in a health agency setting, with provision for part-time study to complete requirements for a high school diploma or to continue schooling according to specific needs, interests, etc., of the individual.

RATIONALE

The three-year curriculum for Health Careers Education Programs has been designed to provide a foundation of common learnings during the first year and to allow for flexibility in subsequent years, according to the various interests, goals, ability levels, and other factors related to meeting the needs of specific students.

Variability in community resources to which students in a given program will have access requires extensive planning at the local level.

The core curriculum of the first year has been organized so that each quarter can be offered in any sequence, even though each group has been assigned a title (e.g. quarter 1, quarter 2, quarter 3) for convenience. Thus, a student may complete one, two, or three quarters, according to interests, goals, and ability to achieve stated objectives. For students who want to explore the health field, the first quarter (exploration of the health field) is recommended. Other students may wish to know about health concepts and to develop skills related to health maintenance and coping with emergency situations; these could enroll in the second quarter. This quarter emphasizes personal, family and community living, control and prevention of disease, signs of illness, principles of nutrition, etc. Emergency skills include first aid procedures, cardiopulmonary resuscitation, and appropriate responses to disaster situations such as fire and tornado. Trends in the health field include such areas as increased emphasis on involvement of the "client" in health maintenance and health care, national health insurance, and forms for delivery of health services. In the third quarter, the student could develop skills related to entry-level employment applicable to several areas in the health field.

A student desiring a career in the health field would be likely to enroll for all three quarters; the option of enrolling in selected quarters of particular interest or need should be available to all students, however.

It should be noted that the first year constitutes a core curriculum, a foundation for more advanced studies derived from the commonalities of a number of health disciplines. All students with tentative career goals in the health field would be expected to complete the full program before making a definite, or even a tentative decision about a career path. The first year program should provide two-hour sessions each day if possible; otherwise, at least two days of the week should consist of two-hour sessions for laboratory activities. The first-year program should be open to students in grades ten, eleven, and twelve. Those students who enroll during the tenth or eleventh grade would be able to advance into the second- or third-year program, if this seems appropriate on the basis of achievement during the first-year program and their interests and goals at the completion of the first-year program.

The second year would be offered to students in grades eleven and twelve with the available options dependent upon school policy and individual needs and abilities. Prerequisites for admission to the second-year should be established at the local level.

The third year would be available only to students in grade twelve, with the options dependent upon individual student needs, career goals, interests, and upon local school policy. Obviously, the Health Careers Education Program is designed to maximize flexibility, in order to personalize the program in accordance with the specific needs and interests of students. This mandates that the teacher be involved in establishing policies and procedures for operation of the program, including decisions about student enrollment and detention. It also mandates that the teacher be able to involve learners in cooperative planning of learning outcomes which are in accordance with the career interest of students. It is possible that the teacher will need to assist the students in learning to set goals and to become self-directing in trying to achieve those goals.

A flow chart of the options for entry into and progression through the Health Careers Education Program is shown in Figure 2 on the following page.

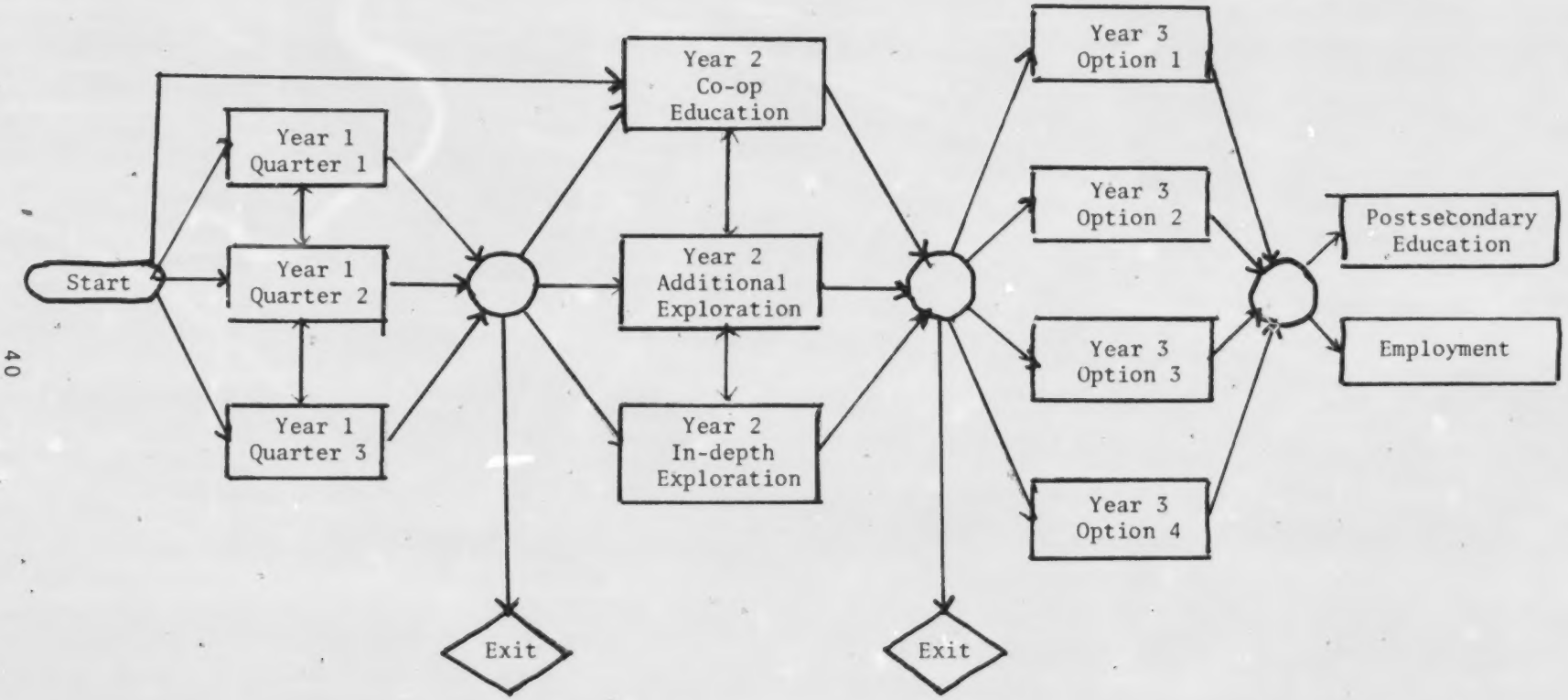


Figure 2. Options for entry into and progression through Health Careers Education Program

VI.

SUGGESTED CURRICULUM CONTENT

FIRST YEAR

The first year of the Health Careers Program is designed for exploration of health careers, identification of health care needs and services, and gaining competency in performing basic health skills. Each quarter as presented is independent of the other quarters with no prerequisites necessary.

The suggested content for the first year is only a skeleton of what may be accomplished in the program. It is not intended to be a binding, step-by-step outline of what is to be presented. Rather, it lends itself to the imagination, needs and interests of the students and their instructor to adapt the suggested content into a meaningful and relevant learning program.

QUARTER ONE

Curriculum content for this aspect of the Health Careers Program is designed to create student awareness of the broad range of careers in the health profession. Each unit contains a series of related occupations, thus enhancing student awareness of "career families" within the health field.

The units of the guide are organized around the client or patient who is viewed as the recipient of services. Some Health Careers provide direct, "hands-on" care, including those provided by dental hygienists, dentists, nurses, physicians, psychologists and all of the family of workers within each of these professions.

Other Health Careers provide direct services to the client, thereby aiding those who give direct care, including the families of workers involved with the diagnostic equipment services, dietary services, medical laboratory services, pharmaceutical services, rehabilitative services, sensory services, and social services.

Other Health Careers provide indirect service to the client but are essential to the health profession and include the families of professions in the administrative services, community and environmental services, health office services, research services, communication services, and supportive services.

The suggested content for exploring each family of services in the health field follows an outline for identifying (1) specialty areas in that job; (2) job description; (3) educational requirements necessary for that job; (4) credentialing requirements necessary for that job; (5) legal and moral responsibilities and (6) employment opportunities in each job. Sources for audio-visual materials is suggested for each unit.

This outline of health career services can be adapted to individual objectives, based on individual needs and interests. One approach would be to allow the students to explore a certain, predetermined number of units based on interest and need--but not all students exploring every unit. This exploration could be done independently or in small groups. However, large group involvement in certain areas, such as legal and moral implications, communication skills, and professional relationships could also be incorporated.

SUGGESTED OBJECTIVES

Upon completion of the activities provided during this quarter, the student will be able to:

describe the activities, and educational preparation of at least 10 health workers in the local community.

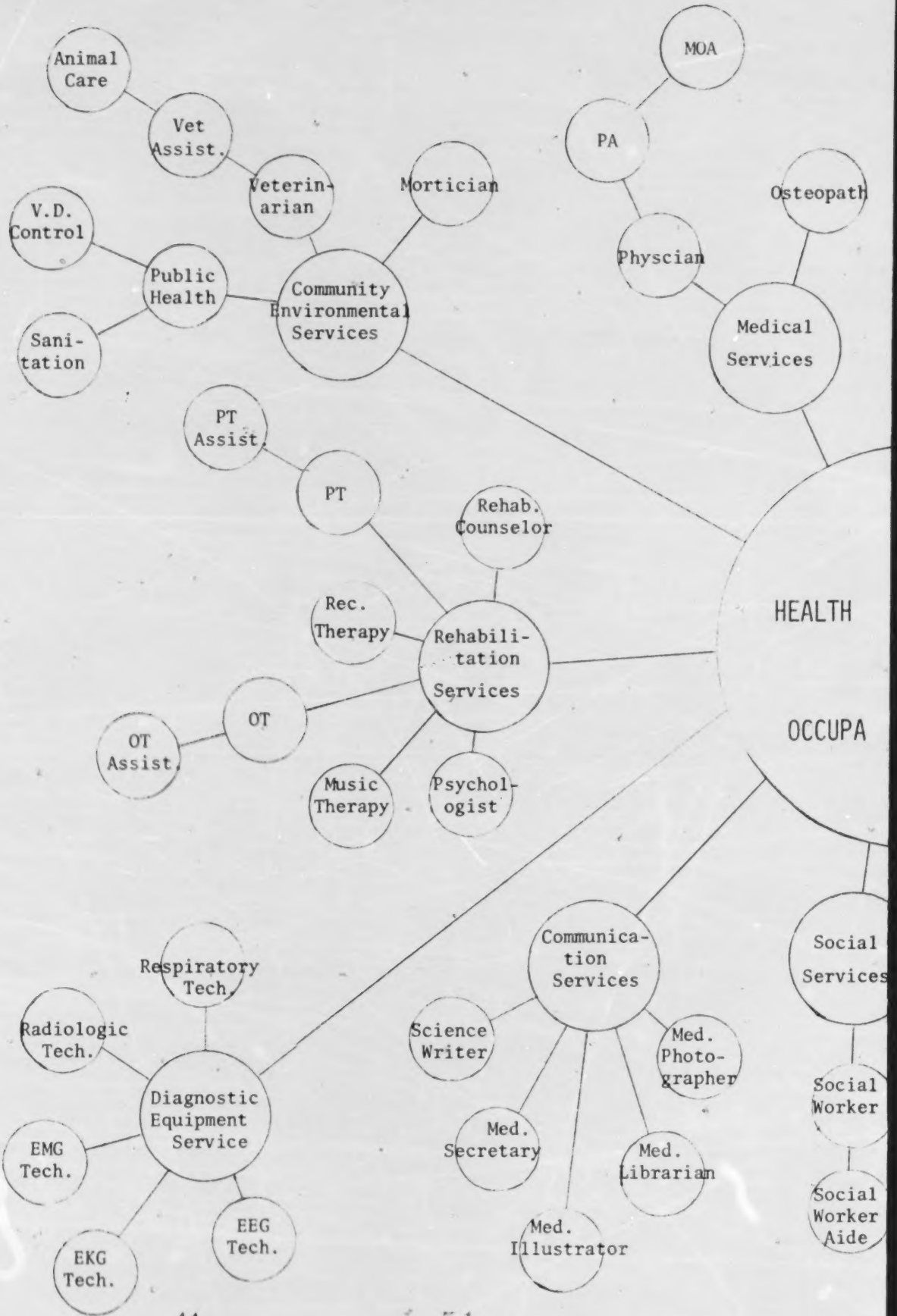
describe the characteristics of the health worker in terms of the effect of these characteristics on the physical and mental well being of the consumer of health services.

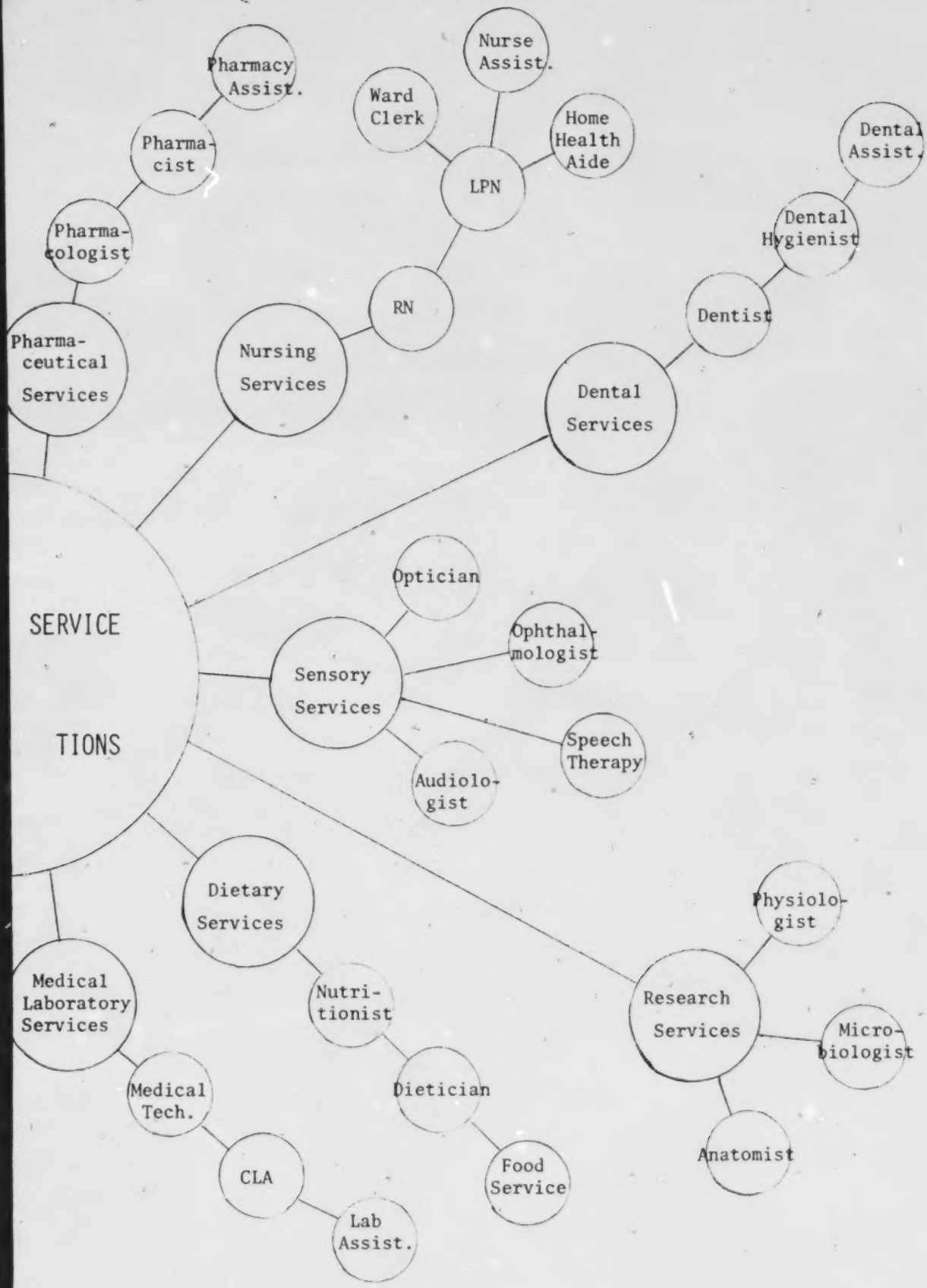
describe the worker from the viewpoint of the prospective employer.

describe the moral and legal requirements for the health worker in terms of the individual right of the patient.

identify and communicate with institutional, governmental, and organizational sources of information concerning health occupations and the educational requirements for these jobs.

recognize the multiplicity of the communications within the health care setting and the necessity for efficient communication.


Animal Care
Vet Assist.
Veterinarian
Mortician
V.D. Control
Public Health
Sanitation
Community Environmental Services
MOA
PA
Osteopath
Physcian
Medical Services
PT Assist.
PT
Rehab. Counselor
Rec. Therapy
Rehabilitation Services
OT
OT Assist.
Music Therapy
Psychologist
HEALTH
OCCUPA
Respiratory Tech.
Radiologic Tech.
Diagnostic Equipment Service
EMG Tech.
EKG Tech.
EEG Tech.
Communication Services
Science Writer
Med. Photographer
Med. Secretary
Med. Librarian
Med. Illustrator
Social Services
Social Worker
Social Worker Aide



Selected Health Service Occupations

YEAR ONE - QUARTER ONE

Content	Audio-Visual	Reference
I. Orientation to Health Careers Education Program		
A. A time for teachers and students to become acquainted, to discuss reasons for taking the health careers course, and to identify expected learning outcomes	"Horizons Unlimited" (Booklet)	American Medical Association 535 N. Dearborn Street Chicago, Ill. 60610
	Health Career Series I, II, III, IV (Film strips)	Lawren Productions, Inc. P.O. Box 1542 Burlingame, Calif. 94010
B. An Overview of Careers in Health Field	Film: "Is a Career in the Health Services for You?" or "Code Blue," 28 min., color, 1971, free	Counselor Films, Inc. 1422 Chestnut Street Philadelphia, Pa. 19102 National Audiovisual Center National Archives and Records Service Washington, D.C. 20409
*The suggested outline for exploring each "family of services" is consistent throughout the entire curriculum. Therefore, this outline will only appear in the first unit, but may be followed for each "family of services" as follows: 1. Specialty areas 2. Job description 3. Educational requirements 4. Credentialing requirements 5. Legal and moral responsibilities 6. Employment opportunities	Film: "Careers in Allied Health Service," 25 min., Charge - $3. or Film: "Careers in Health," 15 min., color, 16mm.	Mr. Glenn Smith Univ. of S. Carolina Audiovisual Division Columbia, S.C. 29208 United Health Service Health Career Program 255 South 15th Street Philadelphia, Pa. 19102

Orientation (cont.)	Film: "Horizons Unlimited," 1967, 28 min., color, sound, 16mm. or Film: "Jobs in the Health Field," 1966, 11 min., color, sound, free.	American Medical Association Film Library 535 N. Dearborn Street Chicago, Ill. 60610 U.S. Department of Labor Employment Security Washington, D.C. 20213
II. Direct Care Services		
A. *Physicians Services		
1. Specialty areas 2. Job description 3. Educational requirements 4. Credentialing requirements 5. Legal and moral responsibilities 6. Employment opportunities	Film: "Counter Attack" 29 min., color, sound, 16mm, free (a career in medicine) "Someone You Can Trust-Someone You Can Be," 29 min., color, sound, 16mm, 1966 "To Seek...To Teach... To Heal," 29 min., color, 1969, free	Modern Talking Picture Service 1234 Spruce Street Philadelphia, Pa. 19107 American Academy of General Practice Volker Blvd. at Brookside Kansas City, Missouri 64112 Association-Sterling Films 866 3rd Avenue New York, N.Y. 10022
B. *Physician's Assistant		
C. *Nursing Services		
1. Registered Nurses 2. Licensed Practical Nurses 3. Nurse assistant (aide, orderly, attendent) 4. Specialty technician (O.R., mental health)	Film: "Mrs. Reynolds Needs a Nurse," B/W, 38 min., 1963, Charge-$8	ANA-NLN Nursing Careers Program American Nurses Association 2424 Pershing Road Kansas City, Missouri 64108

C. *Nursing Services (cont.)

	ANA-NLN Film Library 267 West 25th Street New York, N.Y. 10001
Film: "Future Nurse"	Same as above
or	
"Nursing-An Adventure in Learning," 28 min., color, sound, 1969	Same as above
Booklet: "Do You Want to Be a Nurse?"	National League of Nursing 10 Columbus Circle New York, N.Y. 10019
Book: "Your Future in Nursing," by Virginia B. McDonnell	Richards Rosen Press, Inc. 29 East 21st Street New York, N.Y. 10010
Film: "In These Hands," 18 min., color, sound, 16mm, free. 1966	American Association of Nursing Anesthetists 3010 Prudential Plaza Chicago, Ill. 60601
Booklet: "Anesthesia-A Special Type of Nursing," 1965, free	Same as above
Film: "The Road," 28 min., B/W, sound, 1968, rental, (Public Health Nursing)	American Journal of Nursing Co. Educational Services Division Film Library 267 West 25th Street New York, N.Y. 10001
or	
"The Road Back," 23 min., B/W, sound, 1966 (Visiting Nurse)	American Red Cross 17th and D Street Washington, D.C. 20006

C. *Nursing Services (cont.)	Booklet: "Have You Considered a Career in Occupational Health Nursing?" free	American Association of Industrial Nurses 170 East 61st Street New York, N.Y. 10021
	Booklet: "Nurse Aide," free, 1969	Department of Labor and Industry
	Film: "Lady with a Lamp"	United Health Services 225 South 15th Street Philadelphia, Pa. 19102
	or Film: "Military Nurse"	U.S. Dept. of DACOWITS Rm. 3C972, The Pentagon Washington, D.C. 20301
	or Film: "To Care Enough" (Psychiatric Aide)	E.E.G.E. Association 4715 Kingsessing Avenue Philadelphia, Pa. 19143
	or Film: "Attendant: Role of the Psychiatric Aide"	Representative Dow Chemical Company
	Film: "Building Training Programs for O.R. Technicians," 10 min., Charge-$15	Davis and Geck Division of American Cyanamid Company Film Library 1 Casper Street Danbury, Conn. 06810
	Booklet: "Surgical Assistant"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221
	Booklet: "Find Your Future in a Mental Health Career," 1968, free	National Association for Mental Health 10 Columbus Circle New York, N.Y. 10019

D. *Dentist Oral Surgeon Orthodontist Pedodontist Prosthodontist Peridontist Endodontist	Film: "Preventive Dentistry," 45 min.	Council of Dental Education American Dental Association 222 East Superior Street Chicago, Ill. 60611
	Handout: "Dentist"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221
	Film: "Challenge of Dentistry," 28 min., color	American Dental Association 211 East Chicago Avenue Chicago, Ill. 60611
	Film: "Pattern of a Profession," 28 min., color, sound, 16mm	Same as above
	Dental specialty pamphlets. Series 1, 2, 3, 4, 5, and 6	Colgate Professional Service Department Colgate-Palmolive Company 740 North Rush Street Chicago, Ill. 60611
E. *Dental Hygienist Dental Assistant Dental Laboratory Technician Dental Secretary Dental Receptionist	Film: "A Bright Future," 28 min., color, sound, 16mm, 1967, free loan	American Dental Hygienists 211 East Chicago Avenue Chicago, Ill. 60611
	Film: "Dental Hygiene," 28 min.	Same as above
	Booklet: "Careers in Dental Hygiene"	Same as above
F. Osteopathic Physician	Film: "American Doctor"	American Osteopathic Association 212 E. Ohio Street Chicago, Ill. 60611
	Booklet: "The Osteopathic Profession," free, 6 pp.	

G. Psychologist	Booklet: "A Career in Psychology," 1965, free, 31 pp.	American Psychological Association 1200 17th Street, N.W. Washington, D.C. 20036
H. Ambulance Drivers Ambulance Aide First Aide Worker	Film: "Anatomy of an Accident," 26½ min.	Local Bell Telephone Business Office

III. Diagnostic Equipment Services

This team is trained in the operation, maintenance, or development of sophisticated medical equipment which assists the physician in making accurate diagnoses.

A. *Electroencephalographic Technician (EEG)	For information contact:	American College of Radiology 20 North Wacker Drive Chicago, Ill. 60606
B. *Electrocardiographic Technician (EKG)		American Society of Clinical Pathologists 710 S. Wolcott Avenue Chicago, Ill. 60612
C. *Electromyography Technician (EMG)	Handout booklet: "EEG Technician"	Michigan Employment Security Commission State Administrative Office 7310 Woodward Avenue Detroit, Michigan 48202

D. *Radiologic Technician - Nuclear Medicine Technologist		American Society of Radiologic Technologists 645 N. Michigan Avenue Chicago, Ill. 60611
	Film: "More Than a Job," 27 min., color, sound, 16mm, 1969, free loan	GAF Corporation X-Ray Marketing 140 West 51st Street New York, N.Y. 10020
	or Training in X-Ray Technology," 13 min., B/W, 16mm, 1963	Department of Radiology Stanford University Palo Alto, Calif. 94304
	Booklet: "Radiologic Technologists"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221
		N.J. Society of Radiologic Technologists P.O. Box 212 Metuchen, N.J. 08840
	Film: "Atoms for Health"	U.S. Atomic Energy Commission Society of Nuclear Medicine 211 East 43rd Street New York, N.Y. 10017
E. Respiratory Technician Inhalation Therapist	Booklet: "The Career You Want"	T.B. State Respiratory Association

IV. Dietary Services

A. Nutritionist	Film: "Toward the Victory of Health," 14 min., color, sound, 16mm, 1967, free	American Home Economics Association 1600 20th Street, N.W. Washington, D.C. 20009 Modern Talking Service 1234 Spruce Street Philadelphia, Pa. 19107
B. *Dietician	Handout booklet: "Dietician"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221
	Film: "The Career Game," 14 min., color, 1970, free loan (Dieticians)	Modern Talking Pictures 2323 New Hyde Park Road New Hyde Park, N.Y. 11040
C. *Food Service Supervisor	Booklet: "Careers in Quantity Food Service"	National Restaurant Assoc. 1530 North Lake Shore Drive Chicago, Ill. 61610
D. *Dietary Technician		
E. *Food Service Worker		

V. Medical Laboratory Services

The medical laboratory, headed by a Pathologist, uses a team of technologists, technicians, assistants and aides. They assist in the diagnosis and treatment of disease by scientifically testing the patient's blood, tissues, body fluids, and secretions.		American Society of Medical Technologists Suite 1600, Hermann Building Houston, Texas 77025

Medical Laboratory Services (cont.)		American Society of Clinical Pathologists 710 S. Wolcott Avenue Chicago, Ill. 60612
A. *Medical Laboratory Technologist	Show film: "Medical Technologists," 23 min., color, sound, 16mm	National Committee for Careers in Medical Technology 9650 Rockville Pike Bethesda, Md. 20014
	or	
	Film: "Detectives of Disease," 17 min., color, sound, 16mm, 1965	Benedum School of Medical Technology 4800 Friendship Avenue Pittsburgh, Pa. 15224
	or	
	Film: "In a Medical Laboratory," 28 min., color, sound, 16mm, 1966	National Committee for Careers in Medical Technology 9650 Rockville Pike Bethesda, Md. 20014
	Booklet: "Medical Technologist"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221
B. *Certified Laboratory Assistant		
C. *Laboratory Aide		
D. *Cytotechnologist	Show film: "Human Cell and the Cytotechnologist," 22 min., color, sound, 16mm, 1957	Careers in Medical Technology 9650 Rockville Pike Bethesda, Md. 20014
E. *Histologic Technician	Booklet: "Histologic Technician"	Careers P.O. Box 135 Largo, Florida 33540

F. *Blood Bank Technologist	Film: "Collecting Blood Samples"	Becton, Dickinson, and Company Advertising Manager Chicago, Ill. 60646
VI. Pharmaceutical Services		
A. *Pharmacologist		
B. *Pharmacist	Quarterly magazine: "Pharmacy News," free	Pharmacy News E-90 Smith, Kline & French Laboratories Philadelphia, Pa. 19101
C. *Pharmacy Technician	Film: "Go Pharmacy," 15 min., color, 1971, free	Corporate and Community Relations Department Parke, Davis and Company Joseph Campau at the River Detroit, Mich. 48232
D. *Pharmacy Aide	Booklet: "What is a Pharmacist," 5 pp., free, 1966	Upjohn Company 700 Portage Road Kalamazoo, Mich. 49001
	Show film: "Bartlett and Son," 35 min., color, sound, 16mm, free	Modern Talking Picture Service 1234 Spruce Street Philadelphia, Pa. 19107 or 315 Springfield Avenue Summit, N.J. 07901
	or Film: "Design for Life," 1956, 19 min., color, sound, 16mm	Association Sterling Films 347 Madison Avenue New York, N.Y. 10017
	or Film: "This is Pharmacy," 27 min., color, sound, 16mm	Same as above

D. *Pharmacy Aide (cont.)	Film: "Time for Tomorrow," 20 min., B/W, sound, 16mm	Association Sterling Films 43 W. 61st Street New York, N. Y. 10023
	Film: "The Dangerous Drugs," 22 min.	The Narcotic Education Foundation of America 5055 Sunset Blvd. Los Angeles, Calif. 90027
VII. Rehabilitative Services		
A. *Occupational Therapy	Film: "Target," 12 min., color, 16mm, 1965	American O.T. Association 251 Park Avenue, South New York, N.Y. 10010
*O.T. Assistant	Film: "To Pick a Life," 7 min., color, sound, 16mm, 1964	Same as above
*O.T. Aide	Film: "The O.T. Story," 22 min.	Same as above
	Booklet: "Can You Deal with these Problems?"	Same as above
	Film: "Seven for Susie,"	National Easter Seal Society Careers in Rehabilitation 2023 West Ogden Avenue Chicago, Ill. 60612
B. *Physical Therapist		
*P.T. Assistant	Film: "For Today and Tomorrow," 17 min., color, sound, 1967	American P.T. Association The California Chapters 548 Ocean Street Santa Cruz, Calif. 95060

*P.T. Aide	Film: "The Return," 33 min.	S.C. State Board of Health Film Library Marion Sims Building Columbia, S.C. 29201
	Film: "Within Your Hands," 16mm, B/W, sound	American P.T. Association 2057 Bregg Street Brooklyn, N.Y. 11229
C. *Rehabilitation Counselor	Booklet: "The Rehabilitation Counselor," 1968, free, 3 pp.	American Rehabilitation Counselor Association 1605 New Hampshire Avenue Washington, D.C.
		National Association for Mental Health 10 Columbus Circle New York, N.Y. 10019
D. *Music Therapist	Booklet: "Music Therapy as a Career," 1969, free, 4 pp.	National Association for Music Therapy, Inc. P.O. Box 610 Lawrence, Kansas 66044
	Film: "Music Therapy Internship," 20 min., B/W, 1967, free	National Medical Audiovisual Center (Annex) Station K Atlanta, Georgia 30324
E. *Recreational Therapist	Booklet: "The Recreational Therapist," 1968, free, 4 pp.	National Association for Recreational Therapists, Inc. Eastern State Hospital Vinita, Okla. 74303
		National Assoc. for Mental Health 10 Columbus Circle New York, N.Y. 10019

F. *Prosthetist Orthotist	Film: "Men and Mobility," 17 min., color, sound, 16mm	American Orthotic and Prosthetic Association 918 18th Street, N.W. Washington, D.C. 20006 Norwood Studios, Inc. 926 N.J. Avenue, N.W. Washington, D.C. 20210 American Board of Certification of the Prosthetic and Orthopedic Industry, Inc. 411 Association Building 1145 19th Street Washington, D.C. 20006
VIII. Sensory Services		
A. *Ear Therapist		
1. Audiologist	Film: "Breaking the Sound Barrier," 28 min., color, 1968, free	Association-Sterling Films 866 Third Avenue New York, N.Y. 10022
2. Audiology Technician		
B. Eye Therapist		
1. Optician	Booklet: "Ophthalmologist, Oculist, Optometrist, Optician; Do You Know the Difference?" 1968, 1 p., free	National Society for the Prevention of Blindness 79 Madison Avenue New York, N.Y. 10016
2. Optical Technician		

3. Optometrist	Booklet: "What is an Optometrist," free, 4 pp.	American Optometric Assoc. 7000 Chippewa Street St. Louis, Missouri 63119
4. Optometric Technician		
C. Opthalmology		
1. Orthoptist		
2. Orthoptic Technician		
3. Ophthalmic Technician	Booklet: "A Career in Orthoptics," 1968, 4 pp., free	American Association of Certified Orthoptists University of California San Francisco Medical Center San Francisco, Calif. 94122
D. Speech Therapist		National Association of Hearing and Speech Agencies 919 18th Street, N.W. Washington, D.C. 20006
IX. Social Services		
A. *Social Worker		National Committee for Social Work Careers 2 Park Avenue New York, N.Y. 10016
	Film: "The Social Worker," 17 min., color, 1967, rental	Universal Education and Visual Arts 221 Park Avenue, South New York, N.Y. 10003
	Film: "Harlem Crusader," 29 min., B/W, 1965, rental	Films, Inc. 733 Greenbay Road Wilmette, Ill. 60091

B. *Social Service Aide		
C. *Social Work Technician	Film: "By Chance or By Choice," 26 min.	S.C. State Board of Health Film Library J. Marion Sims Building Columbia, S.C. 29201
D. *Homemaker - Home Health Aide	Show film: "The Home Health Aide," 20 min., color, sound, 1967, rental	The American Journal of Nursing Co. Educational Service Division Film Library 267 West 25th Street New York, N.Y. 10001
X. Administrative Services (Focused on hospitals)		
A. *Administrator of Health Facility		
B. *Administrative Assistant		
C. *Personnel Director	Film: "Hospitals are People," 18 min., color, rental-$8 Film: "A True Story about Hospitals," 13 min., color, rental-$4 or Film: "The Patient is a Person," 20 min., color, rental-$4 or Film: "The Changing Hospital"	American Hospital Association 840 N. Lake Shore Drive Chicago, Ill, 60601 Ideal Pictures 1010 Church Street Evanston, Ill. 60201

C. *Personnel Director (cont.)	Booklet: "Hospital Administrator"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221 American Society for Personnel Administration 52 E. Bridge Street Berea, Ohio 44107
D. *Public Relations Director		The Information Center Public Relations Society of America, Inc. 845 Third Avenue New York, N.Y. 10022
XI. Communication Services		
A. *Health Information Specialist Science Writer	Booklet: "A Guide to Careers in Science Writing," 8 pp.	National Association of Science Writers, Inc. 73 Carlton Avenue Apt. 18A Port Washington, N.Y. 11050
B. *Medical Illustrator		Association of Medical Illustrators College of Medicine 42nd and Dewey Avenue Omaha, Nebraska Association of Medical Illustrators 738 Keystone Avenue River Forrest, Ill. 60305

C. *Medical Librarian	Booklet: "Medical Librarian," 1968, 4 pp., 45¢	Medical Library Association, Inc. 919 N. Michigan Street Suite 1601 Chicago, Ill. 60611 Science Research Association, Inc. 259 E. Erie Street Chicago, Ill. 60611
D. *Technical Writer	Booklet: "Technical Writer," 1968, 7 pp. 35¢	Society of Technical Writers and Publishers, Inc. P. O. Box 3706 Beechwood Station Columbus, Ohio 43214 Careers P.O. Box 135 Largo, Florida 33540
E. *Director of Volunteer Services	Film: "Volunteers in Hospitals," B/W, 15 min., rental-$5	American Hospital Association 840 N. Lake Shore Drive Chicago, Ill. 60611
F. *Medical Photographers	Film: "Cameras and Careers," 28 min., color, sound, 16mm, free	Audio Visual Service Eastman Kodak Company 343 State Street Rochester, N.Y. 14650
XII. Community and Environmental Services (Health of Community)	Film: "Journey to Medicine," 20 min., B/W, 16 mm, free loan (Public Health)	U.S. P.H. Service A-V Facility National Communicable Disease Center Atlanta, Georgia 30333

A. *Public Health Administrator	Booklet: "Your Career in Public Health," 1966, free, 35 pp.	California State Department of Public Health 215 Berkeley Way Berkeley, Calif. 94704
	Film: "Health in Our Community," 13 min., color, 1969, rental	Encyclopedia Brittanica Educational Corporation 1822 Pickwick Avenue Glenview, Ill. 60025
B. *Public Health Statistician	or Booklet: "Careers in Statistics"	American Statistical Association Room 703 810 18th Street Washington, D.C. 20006
		National Center of Health Statistics U.S. Public Health Service Department of H.E.W. Room 10066 Washington, D.C. 20201
C. *Health Officer		
D. *P.H. Educator		
E. *Community Health Planner		
F. *Community Health Worker		
G. *Industrial Hygienist	Booklet: "Industrial Hygienist," 1966, 4 pp.	Industrial Hygiene Division U.S. Public Health Service Washington, D.C. 20225
H. *Safety Engineer		American Society of Safety Engineers 850 Busse Highway Park Ridge, Ill. 60068

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I. *Venereal Disease Control Worker	Film: "A Respectable Neighborhood," 25 min., B/W	Local Public Health Office
	Booklet: "What You Should Know about Gonorrhea" and "What You Should Know about Syphilis"	Health Education Service P.O. Box 7283 Albany, N.Y. 12224
J. *Sanitarian	Booklet: "The Professional Sanitarian," free, 14 pp.	National Association of Sanitarians Lincoln Building 15550 Lincoln Street Denver, Col. 80203
	Film: "Engineering Your Health," 14 min. color, 1958, free	National Medical A-V Center Station K Atlanta, Georgia 30324
K. *Environmental Health Technician		American Public Health Assoc. 1740 Broadway New York, N.Y. 10019
	Film: "All the Difference," 16mm, 20 min., color, free, (pollution)	Audio-Visual Service Eastman Kodak Company 343 State Street Rochester, N.Y. 14650
	Air pollution or microbiology kit	Union Carbide Corp. P.O. Box 363 Tuxedo, N.Y. 10987
L. *Sanitary Engineer		U.S. Public Health Service Department of H.E.W. Washington, D.C. 20025
		American Society of Civil Engineers 345 East 47th Street New York, N.Y. 10017

L. *Sanitary Engineer (cont.)		National Environmental Health Association 1600 Pennsylvania Avenue Denver, Col. 80203
	Film strips: "Environmental Pollution: Our World in Crisis," free	Ward's Natural Science Establishment, Inc. P.O. Box 1712 Rochester, N.Y. 14603
M. *Mortician and Funeral Home Technician		Local morticians
N. *Veterinarian	Booklet: "Career Facts about Veterinary Medicine," free, 5 pp.	American Veterinary Medical Association 600 South Michigan Avenue Chicago, Ill. 60605
XIII. Health Office Services		
A. *Medical Record Librarian	Booklet: "Medical Record Librarian," free	American Association of Medical Record Librarians 2111 East Chicago Avenue Chicago, Ill. 60611
	Film: "Faith, Facts, and Fingertips," 12 min., color, 1969, free	Same as above
B. *Medical Records Technician	Booklet: "Medical Records Technician"	Health Careers of Ohio P. O. Box 5574 Columbus, Ohio 43221
C. *Transcriptionist		
D. *Coding Clerk		
E. *File Clerk		

F. *Medical Assistant	Booklet: "Plan Your Career As a Medical Assistant"	American Association of Medical Assistants, Inc. 200 East Ohio Street Chicago, Ill. 60601
	Quarterly magazine: "Medical Assistant" free	Smith, Kline and French Laboratories Services Dept. E-10 1500 Spring Garden Street Philadelphia, Pa. 19101
G. *Medical Secretary	Booklet: "Medical Secretary," 1965	Chronicle Guidance Briefs Chronicle Guidance Publications Moravia, N.Y. 13118
	Booklet: "The Secretary and the Telephone"	Local Telephone Business Office
H. *Medical Receptionist	Booklet: "Receptionist"	Chronicle Guidance Briefs Chronicle Guidance Publications Moravia, N.Y. 13118
I. *Admitting Office		
1. Admitting Clerk	Booklet: "Hospital Admitting Officer"	American Hospital Association 840 Lake Shore Drive Chicago, Ill. 60611
		Financial Executive Institute 50 West 44th Street New York, N.Y. 10001
J. *Business Office		
1. Manager		
2. Cashier		

3. Account Clerks	Booklet: "Qualifications of the Hospital Accountant," by Joseph Tonascia, 1967, free	Careers P.O. Box 135 Largo, Florida 33540
4. Credit and Collection Clerk		
K. *Unit Administration Department		
1. Ward Manager		
2. Ward Clerk		
XIV. Research Services A group of workers whose special skills are related to health problems and disease prevention.		
A. *Biochemists	Booklet: "Chemistry and Your Career"	American Chemical Society 1155 16th Street, N.W. Washington, D.C. 20006
	Booklet: "Careers in Biology," 1967, free	American Institute of Biological Sciences 3900 Wisconsin Avenue, N.W. Washington, D.C. 20418
B. *Biophysicist	Booklet: "Biophysicist," 1968, 2 pp., 15¢	Careers P.O. Box 135 Largo, Florida 33540
C. *Bacteriologist	Film: "A Career in Bacteriology," 15 min., color, sound, 16mm	Indiana University Audio Visual Center Bloomington, Indiana

D. *Anatomist		American Institute of Biological Sciences 3900 Wisconsin Avenue, N.W. Washington, D.C. 20016
	Booklet: "Your Career in Anatomy"	University of Michigan Department of Anatomy Ann Arbor, Michigan
E. *Physiologist		American Physiological Society 9650 Rockville Pike Bethesda, Maryland 20014
	Booklet: "Choosing a Career" 1965, free, 14 pp.	Same as above
F. *Microbiologist	Booklet: "Microbiologist"	Health Careers of Ohio P.O. Box 5574 Columbus, Ohio 43221
		American Society for Microbiology 1913 First Street, N.W. Washington, D.C. 20036
G. *Pathologist	Booklet: "A Career in Medical Science Pathology," 1966, free, 32 pp.	College of American Pathologists Prudential Plaza Suite 2115 Chicago, Ill. 60611
		National Health Council 1790 Broadway New York, N.Y. 10019
H. *Toxicologist		

I. *Health Sociologist		The American Sociological Association 1755 Massachusetts Avenue, N.W. Washington, D.C. 20036
	Booklet: "Professional Opportunities for Social Scientists," 1968, free, 5 pp.	U.S. Civil Service Commission 1900 E Street Washington, D.C. 20415
J. *Immunologist		
K. *Virologist		
L. *Health Physicist	Booklet: "Physics as a Career"	American Institute of Physics 335 East 45th Street New York, N.Y. 10017
		Medical Engineering and Electronics 2 East 63rd Street New York, N.Y. 10016
M. *Medical Engineer	Booklet: "Engineering, A Career of Opportunity"	National Society of Professional Engineers 2029 K Street, N.W. Washington, D.C. 20006
XV. Supportive Services		
A. *Housekeeping	Film strip: "Hospital Housekeeping's Place on Hospital Team," free	Vestal Laboratories 4963 Manchester Avenue St. Louis, Mo. 63110
1. Supervisor 2. Aide 3. Laundry worker	Film: "Hospital Housekeeping Safety," 15 min., color, 1964, $3	The National Executive Housekeepings Association, Inc. Business and Professional Bldg. Galliopolis, Ohio 45631

A. Housekeeping (cont.)	Booklet: "In Choosing A Career-Consider Executive Housekeeping"	American Hospital Association 840 North Lake Shore Drive Chicago, Ill. 60611
B.*Hospital Engineer	Booklet: "Hospital Engineer"	American Hospital Association 840 North Lake Shore Drive Chicago, Ill. 60611
C.*Central Supply		
D.*Purchasing Agent	Lecture, Booklet: "Hospital Purchasing Agent," 1966, free, 3 pp.	American Hospital Association 840 North Lake Shore Drive Chicago, Ill. 60611
XVI. The Client		
A. Description of Recipients of Health Care Services		
B. Health Care Services needed in Illness	Film: "Mrs. Reynolds Needs a Nurse," B/W, 38 min., 1963, Charge-$8	ANA-NLN Nursing Careers Program American Nurses Association 2424 Pershing Road Kansas City, Missouri 64108
	Film: "Let my People Live," Charge-$3	University of Georgia Athens, Georgia 30601
C. Health Care Services needed to Prevent Illness	Film: "Watch on Health," 13 min., color, sound, free or	U.S.P.H.Service A-V Facility National Communicable Disease Center Atlanta, Georgia 30333

C. Health Care Services needed to Prevent Illness (cont.)	Film: 'Engineering Your Health," 13 min., color, sound, 16mm, 1958, free	U.S.P.H. Service A-V Facility National Communicable Disease Center Atlanta, Georgia 30333

QUARTER TWO

The intent of this quarter is to focus on Personal and Community Health Care. The content of this quarter should be of benefit to nearly every student in the school system, especially with respect to safety, first aid, emergency procedures, and the trends in the health delivery system of which we all are "clients."

SUGGESTED OBJECTIVES

At the end of this quarter, the student will be able to:

describe the services offered by five or more agencies providing health care in the local community.

relate the personal history of a specified chronically ill person in terms of the arrangements made for health services delivery.

discuss components of health maintenance including exercise, rest, cleanliness, diet and recreational diversion.

describe at least three health services or organizations which are needed in the local community but are not currently available.

relate the availability of health care services to the poor.

successfully complete the American Red Cross Multimedia First Aid Course.

describe "safety" in terms of the delivery of health services, the home, all work and other activities.

define primary health care and describe the modalities used to detect illness.

I. Personal Health Care	@Suggested films
A. Habits of Daily Living	
1. Personal Appearance and Grooming	Film: "Body Care and Grooming" 17 min. G.S.D.E.
2. Personal Health Habits	
a. Dietary (Basic Nutrition)	Film: "Starvation w/out Hunger" 14 min. G.S.D.E.
b. Rest	
c. Exercise	Film: "Exercise and Health" 10 min. G.S.D.E.
d. Disease Prevention	
(1)Physical Check-ups	
(2)Dental Check-ups	Film: "Your Teeth" 10 min. G.S.D.E.
(3)Immunization	Film: "Immunization" 10 min. G.S.D.E. Film: "Your Eyes" 9 min. G.S.D.E.
3. Mental Hygiene	Film: "Attitudes and Health" 10 min. G.S.D.E. Film: "Emotional Health" 20 min. G.S.D.E.
4. *Abuses to the Body	
a. Drugs	Film: "Drugs and the Nervous System" 16 min. G.S.D.E. Film: "Hallucinogens" 5 min.G.S.D.E. Film: "General Drug Abuse" 5 min.
b. Excessive Alcohol	Film: "Thinking about Drinking" 15 min. G.S.D.E.
*Optional	@Films available from Georgia State Department of Education; free; University of Georgia Film Library; Georgia Center for Continuing Education, Athens, GA 30601; Fee.

c. Smoking	Film: "This is Your Lung" 20 min.
d. Excessive Eating	Film: "Obesity" 11 min.
B. Safety and First Aid	
1. Environmental Hazards as related to self	Red Cross Department
a. Contaminated H_2O and food	
b. Polluted air	
c. Poisonous weeds	
d. Harmful insects and animals	
e. Noise pollution	
2. Hazards in the Home	"Safety in the Home" 3.00 UGA
a. General hazards	
b. Hazards to small children	
c. Hazards to the elderly	
3. Water Safety	"Heads Up" 4.00 UGA Contact local Red Cross
4. First Aid (Include Anatomy and Physiology) --as needed	Red Cross and Medical Self Help
Splinting	
Bandaging	
Care of wounds	
Lifting and moving techniques	
Control of bleeding	
Burns	
C. Emergency Procedures	
1. Cardio-pulmonary resusitation	Contact local Heart Association for literature, films, resusci-annie and baby
Closed Cardiac Massage	Film: "Breath of Life" Film: "Closed Chest Cardiac Massage"
Mouth-to-Mouth Resusitation	Film: "Pulse of Life" Film: "Seconds Count"

2. Fire	Film: "Donald's (Duck) Fire Survival Plan" 3.00 UGA Film: "A word to the Wise" 3.00 UGA
3. Tornado	Local Red Cross
4. Poisons, Sting, Bites	Local Red Cross; nearest Poison Control Center
5. Child Birth	Local Red Cross
6. Specific to selective disease conditions, i.e. Diabetic states Convulsive disorders Strokes	Local Red Cross
D. Interpersonal Relationships	
1. Self Concept and Personality	Film: "Personality and Emotions" 13 min. G.S.D.E.
2. Understanding Behavior	
a. Basic human needs	
b. Characteristics of human behavior	Film: "Human Relations" Rental 1.50 UGA
c. Influences on behavior	Film: "Psychological Differences between Sexes" 14 min. G.S.D.E.
1) Heredity 2) Environment 3) Emotions 4) Attitudes 5) etc.	Film: "Heredity and Prenatal Development" UGA fee 3.00 Film: "Understand Your Emotions" 14 min. G.S.D.E.
d. Defense mechanisms	Film: "Facing Reality" G.S.D.E. "Effective Criticism" 9 min. G.S.D.E.

E. Basic Communication

1. Elements
   - a. Sender
   - b. Receiver
   - c. Channel
   - d. Feedback

Contact local Telephone Company for films on communication

2. Types
   - a. Verbal
   - b. Nonverbal

Pamphlet free; Kaiser Aluminum Corp. Oakland, California by Don Fabun on Communication: The Transfer of Meaning

3. Interpersonal Communication Skills
   - a. Perception and transmission of information
   - b. Observations
   - c. Listening
   - d. Following instructions

Film: "Eye of the Beholder" 25 min. Deals with concepts of perception Rental $4.00, Univ. of Georgia

4. *Telephone Skills

II. Community Health Care

A. Agencies responsible for Health Care

1. International Agencies
   World Health Organization

2. National Agencies

3. State Agencies

4. Community Agencies
   - a. Official Agencies
     - 1) Function
     - 2) Services provided
   - b. Non-official agencies
     - 1) Function
     - 2) Services provided

Survey local community

*Optional

B. Health Care Trends

1. Insurance
   a. Private policies

      Health Insurance Council
      750 3rd Ave.
      New York, NY 10017

   b. National Health Insurance

      Secretary, Health Planning
      Section, American Public Health
      Assn.
      1740 Broadway
      New York, NY 10019

2. Delivery of Services
   a. Private

   b. Public

   c. Health Maintenance Organizations (HMO)

   d. Preventive vs Sick Care

3. Client Rights
   a. Rights to Health Care

   b. Rights as a Patient

      American Hospital Association
      Patient Bill of Rights

4. Health Education
   a. Public Information
   b. Education of Health Workers

5. Roles of Health Personnel
   a. Expanded
   b. Specialized

QUARTER THREE

The intent of this quarter is to provide an opportunity for the student to develop entry-level skills applicable to several jobs in the health field. In addition to basic skills, others may be explored as time and interest permit.

While the focus of this quarter is on skills, other core elements may be included to provide a diversity of content and to stimulate interest. For example, knowledge of basic anatomy and physiology of the circulatory, respiratory, and nervous system provides more meaning to the skills of taking temperature, pulse, respiration, and blood pressure. However, the effects of drugs upon these vital signs may create added interest to this content area.

Following the suggested objectives for this quarter, an example of objectives for selected "skill" units of content is included, demonstrating one method of organizing content into measurable terms.

SUGGESTED OBJECTIVES

At the end of this quarter, the student will be able to:

explore the function of work and describe that function in terms of its value to the individual and to society.

demonstrate the ability to perform the tasks of the worker in a specific occupation at the beginning level in that occupation.

perform accurately the following tasks:

move and transport patients
use medical asepsis
measure vital signs
use the metric system
use clinical weights and measures

make a decision concerning health occupations education which may involve further exploration, intensified experience in a particular direction, rejection of health as a career choice, or return to the purely academic curriculum to take subjects needed to continue in a health career preparatory program at the postsecondary level.

EXAMPLE: OBJECTIVES FOR SELECTED UNITS OF CONTENT

The following section is comprised of Behavioral Objectives from the PLACE Packages developed by Dr. Mary Elizabeth Milliken for the project on "The Development of an Individualized Instructional System for Selected Multi-Occupational Programs in the Area/ Comprehensive High Schools of Georgia," supported by the Leadership Services Unit, Division of Vocational Education, Georgia State Department of Education. It is the intent of this section to provide an example of one way of organizing content into measurable terms.

The entire PLACE Series including teacher guides is available only through the State Supervisor, Secondary Programs, Georgia State Department of Education.

Selected individual lessons developed by Georgia teachers are in the process of being edited for dissemination to teachers in the Health Careers Program. All Health Careers instructors are encouraged to submit lesson plans for review to the Health Occupations Teacher Education Program. After editing, these lesson plans would be disseminated at intervals, to all Health Occupations teachers with credit to the submitting author. In this way, all teachers, working together, may build a greater library of Health Careers Lesson Plans.

The student in Health Careers will

move and transport patients.

Upon completion of this PLACE Series, you will be able to assist patients in moving and transport patients safely, using a wheelchair, stretcher, backboard, or special carry while also demonstrating effective body mechanics.

Specifically, upon completion of the PLACE, you will be able to:

1. Demonstrate good posture in the standing, sitting, walking, and lying positions;
2. Demonstrate effective body mechanics while lifting a 25 pound object from floor to table;
3. Demonstrate good body mechanics while assisting a patient who has difficulty in walking;
4. Provide effective assistance to a patient who needs help getting in or out of bed; good body mechanics should be used throughout the procedure;
5. Turn a helpless patient from back to side or from side to side, using good body mechanics, and place supports where needed to maintain the patient's body alignment;
6. Assist a patient into and out of a wheelchair safely;
7. Assist a patient on or off a stretcher safely and with a minimum of effort on the part of the patient;
8. Explain why a specific technique should be used for moving accident victims;
9. Log roll a victim with possible back or neck injuries onto a backboard;

10. Participate in moving an accident victim from the ground to a stretcher with minimal motion of the victim's body and using a three-man lift.

The student in Health Careers will

manage a clinical area.

Upon completion of this PLACE Series, you will be able to manage a clinical area by using established communication procedures to coordinate patient activities, by maintaining an inventory and storage system, and by managing the billing system.

Specifically, upon completion of this PLACE, you will be able to:

1. Use the telephone effectively for seeking and transmitting information relevant to the activities of a clinical area;
2. Use the intercommunication system of a hospital ward or clinic;
3. Maintain the inventory of supplies used by a hospital ward, according to established procedure;
4. Schedule and coordinate patient appointments with other hospital departments;
5. Maintain the appointment system for a clinical office;
6. Maintain the inventory of supplies and equipment for a clinical office;
7. Manage the billing and collection system of a clinical office.

The student in Health Careers will

assist in controlling pathogenic organisms.

Upon completion of this PLACE Series, you will be able to understand the importance of controlling the growth and transfer of pathogens, as demonstrated by the application of specific concepts to personal habits, community regulations, and work habits.

Specifically, upon completion of this PLACE, you will be able to:

1. Explain the relationship of pathogens to infectious conditions;

2. Explain the relationship of environmental conditions to bacterial growth;

3. Describe how laboratory methods can be used to demonstrate the presence of microorganisms in the environment;

4. Identify by name ten items of laboratory equipment commonly used for the study of microorganisms;

5. Use a compound microscope to study the size and shape of three common types of bacteria;

6. List five community regulations which are based on controlling the growth and spread of pathogens as a means of protecting health of individuals in the community;

7. Understand the necessity for community efforts to deal with certain health problems, as indicated by oral or written report supporting, with at least three reasons, a specific program for community health protection;

8. List four practices followed by health workers to prevent the transfer fo pathogens from one person to another;

9. Demonstrate effective handwashing technique.

The student in Health Careers will

use medical asepsis.

Upon completion of this PLACE Series, you will be able to apply the principles of medical asepsis to the performance of tasks in the clinical area.

Specifically, upon completion of this PLACE, you will be able to:

1. Describe five methods for cleaning and disinfecting instruments and utensils which have been used by patients;
2. Disinfect utensils from a patient unit according to hospital procedure;
3. Sterilize instruments and utensils according to the procedures of a clinical office or hospital;
4. Sterilize supplies, using a small autoclave and following the procedure of a clinical office or hospital;
5. Use disinfection technique to clean an area which has been used by a patient and prepare the area for use by a new patient; all contaminated areas should be cleaned, principles of aseptic technique should be followed throughout the procedure, and the process should be completed within 45 minutes.

The student in Health Careers will use clinical weights and measures.

Upon completion of this PLACE Series, you will be able to obtain accurate measurements of length, weight, and capacity, using either the metric or the English system, and record such measurements according to the established procedure of the clinical office, hospital, or health clinic.

Specifically, upon completion of this PLACE, you will be able to:

1. Read any scale used for weighing solids, whether marked in the metric or English system, without error;
2. Use the standing balance scale in a clinical area to obtain accurate weight and height measurements of a patient;
3. Use a nursery scale to obtain the weight of an infant in pounds and ounces or in kilograms, with no error;
4. Use a graduate marked with the metric scale to obtain measurements of volume and record them on a hospital intake-output form with no error;
5. Convert serving portions to the correct metric equivalents and record the patient's intake accurately on the hospital intake-output record;
6. Compute 8-hour and 24-hour totals on the intake-output record and enter these on the patient's chart according to hospital procedure.

The student in Health Careers will

observe and record.

Upon completion of this PLACE Series, you will be able to make accurate observations on patients and record them on hospital or office record forms, using medical terminology and charting abbreviations; all entries will be in accordance with basic charting principles.

Specifically, upon completion of this PLACE, you will be able to:

1. Use principles of charting to set up a hospital chart;
2. Use twenty or more charting abbreviations in keeping clinical records;
3. Set up a full set of patient records for an office or clinic;
4. Record numerical data on graphic forms of a hospital chart;
5. Maintain the intake-output record for a patient according to hospital procedure;
6. Enter laboratory reports into a patient's chart according to hospital procedure;
7. Describe in appropriate terminology the general physical appearance of a person, as indicated by nutritional state, facial expression, skin, posture, movement, and signs of pain, and report these observations orally or in writing; written reports will reflect basic charting principles.

The student in Health Careers will

observe circulatory and respiratory functions.

Upon completion of this PLACE Series, you will be able to make reliable observations of circulatory and respiratory functions and record them correctly on hospital charting forms.

Specifically, upon completion of this PLACE, you will be able to:

1. Demonstrate an understanding of the importance of observations related to circulatory and respiratory functions by
   a. explaining the meaning of "vital signs" and
   b. listing four observations included in vital signs;

2. Observe pulse rate, using any three of the various possible sites, and record the rate correctly in numerical form and on a TPR graph; the observed rate should not vary more than four beats per minute from the teacher's observed rate.
   a. Differentiate between normal and abnormal pulse rhythms;
   b. Use medical terminology to describe two types of pulse rhythm; and
   c. Differentiate between normal and abnormal pulse volume and use appropriate terminology to describe the difference;

3. Observe respiratory rate, with no more than two respirations per minute difference from the rate observed by the teacher.
   a. Record observed respiratory rates numerically and graphically;
   b. Observe and describe the character of respirations, using appropriate terminology;

4. Obtain a blood pressure reading with no more than four mm. difference from the reading obtained by the teacher.
   a. Record blood pressure readings correctly in numerical and graphic form;

5. Make observations of pulse, respirations, and blood pressure within accepted limits of deviation from the teacher's observations on five different subjects; numerical observations will be recorded without error on a graph and other observations will be recorded in appropriate terminology.

The student in Health Careers will

measure body temperature.

Upon completion of this PLACE Series, you will be able to take the temperature of any patient, obtaining an accurate reading and recording it correctly, using aseptic technique, and making modifications in procedure as indicated by circumstances.

Specifically, upon completion of this PLACE, you will be able to:

1. Read any thermometer and record the reading in correct numerical form;
   a. Differentiate between oral and rectal thermometers; and
   b. Read any clinical thermometer accurately and record the reading in correct numerical form; the reading should not vary more than 0.2^{o} from the teacher's reading;

2. Demonstrate understanding of the importance of taking a temperature by the appropriate route by
   a. listing three circumstances which should be reported to the nurse for a decision about the route for taking the temperature; and
   b. explaining three reasons for a rectal temperature;

3. Recognize conditions which require a modification in the temperature routine and make an appropriate decision on the action to be taken;

4. Use aseptic technique while using a clinical thermometer to measure body temperature;

5. Use a clinical thermometer to measure body temperature orally and record the reading in correct numerical form; the reading should not vary more than 0.2^{o} from the teacher's reading and aseptic technique should be used throughout the procedure;

6. Use a clinical thermometer to measure body temperature according to rectal temperature procedure and record the reading in correct numerical form. The reading should not vary more than 0.2^{o} from the teacher's reading and aseptic technique should be used throughout the procedure;

7. Use a clinical thermometer to measure body temperature according to axillary temperature procedure and record the reading in correct numerical form. The reading should not vary more than 0.2^{o} from the teacher's reading and aseptic technique should be used throughout the procedure;

8. Chart temperatures on a hospital graphic sheet without error, when given these temperatures in numerical form;

9. Clean and disinfect clinical thermometers and prepare a clean set-up according to hospital procedure;

10. Take and record TPR's for fifteen patients and leave all thermometers ready for re-use, according to hospital procedure. No thermometer readings should deviate more than 0.2^{o} from the readings of the supervising nurse, there should be no break in aseptic technique, and all TPR's should be recorded on the graphic sheets without error.

The student in Health Careers will assist with physical examinations.

Upon completion of this PLACE Series, you will be able to assist with physical examinations of patients in an office, clinic, or hospital setting by preparing the examination room and the patient, placing the patient in appropriate positions, providing assistance as needed by the examiner or patient, and cleaning the room and equipment following the examination.

Specifically, upon completion of this PLACE, you will be able to:

1. Identify by name, orally or in writing, the instruments used for a routine physical examination when these are presented in a display or by means of pictures;

2. Operate all the adjustments of an examining table to adapt it for
   a. patients getting on or off;
   b. lying or sitting positions;
   c. elevating the head; and
   d. adding stirrups.

3. Identify by name, orally or in writing, the following positions when presented pictorially or as line drawings: dorsal recumbent, horizontal recumbent, prone, Sims', kneechest, lithotomy;

4. Use verbal instructions to assist a patient into any of the positions commonly used during a physical examination and apply drapes for each position;
   a. Request a urine specimen from any patient, using appropriate terminology to help the patient understand what is expected;
   b. Label a urine specimen correctly and follow procedure for delivering it to the laboratory.

5. Obtain accurate measurements of height and weight for any patient;

6. Apply a restraining sheet to an infant so that arm and leg motions do not interfere with examination of the head;

7. Hold and position an infant during examination so that movement does not interfere with the examiner's actions;

8. Assist with a physical examination by
   a. preparing the examining room and assembling all materials and equipment;
   b. helping the patient as needed with dressing and undressing;
   c. participating as requested by the examiner; and
   d. cleaning the examining room and instruments and preparing the area for the next patient.

VII.

SUGGESTED CURRICULUM CONTENT

SECOND YEAR

The second year of the Health Careers Program would be offered to students in grades eleven and twelve with the available options dependent on student need and ability and school policy. Prerequisites to the second year should be established at the local level.

Three options are suggested for the second year of the Health Careers Program: 1) Indepth Career Exploration; 2) Co-op Education; or 3) Continuation with First-Year Program.

A student enrolling for the Second-Year Program should participate in cooperative planning with the teacher to establish objectives in accordance with realistic goals before pursuing an option.

SECOND YEAR: OPTION ONE

Within the scope of this option, it is anticipated that the student will investigate selected aspects of health careers indepth.

Quarter One is designed for both group and individualized instruction. An indepth study of human behavior and relations, especially as related to health workers, may better render itself to group activity.

The study of anatomy and physiology and basic medical terminology may be accomplished by either group or individualized study. Exploration of the role of a health related subject should follow the interests and needs of each student.

Quarter Two again focuses on elements of human behavior while at the same time exploring and developing more complex skills based on individual needs. This should be a time for the student to begin to envision what specific health workers do while incorporating them as resource persons.

Quarter Three is designed to prepare the student to make an informed decision on a health career. This quarter should provide an opportunity for developing advanced skills in a chosen area(s) with supervised clinical practice of these skills.

The objectives presented for each quarter of this option are to be used only as guides for planning and developing local programs. Student progression toward meeting relevant objectives need not be bound by time constraints.

SECOND YEAR; OPTION TWO

The Health Careers Cooperative Education Program provides the opportunity for the student to select an area in the health field and become employed for payment. The student attends regular classes at school,

usually three periods per day, one period of related instruction, and three hours per day working in some aspect of the health field. While the content of the related instruction class is designed to help each student develop specific skills related to their respective occupational area, some common elements of interest may also be incorporated into this class, such as drug abuse, body systems, observation and communication skills, and so forth.

An introductory unit to the co-op program is included on the following page. However, other units for this class should be based on need and interest. Reference to the Health Careers Cooperative Education in Georgia High Schools -- a Georgia State Department of Education Curriculum Guide is recommended for a further description of this aspect of the Health Careers Program.

Upon completion of the introductory unit, the student can:

1. Define what is meant by "cooperative education."
2. List the advantages of co-op education for themselves, the school, and the community.
3. Discuss the meaning of terms applicable to Health Careers Cooperative Education.
4. Complete in a neat and orderly fashion, those classroom and work forms required.
5. Identify those persons involved in Health Careers Cooperative Education and list the responsibilities of each.
6. Recognize his/her responsibilities as a CHO student by seldom being absent from class or job.
7. Relate to the requirements of the program policies.
8. Identify the components of the State and Federal Labor Laws as they apply to him/her.

I. Description of Program
   A. Classroom
   B. On-the-job

II. Program Policies
   A. Eligibility
   B. Application and Interview
      1. Program Application
      2. Employment requirements
   C. Reporting absences
   D. Tardiness procedure
   E. Termination procedure

III. Principles of Program
   A. School credit
   B. Wages earned
   C. Student evaluation
   D. Attendance and grading
   E. Classroom responsibilities and make-up work
   F. Training agreement
   G. Training plan
   H. Weekly experience forms and summary sheet

IV. Student Responsibilities
   A. Classroom
   B. Job
      1. Personnel policies
      2. Job skills

V. Labor Laws - State and Federal
   A. Age requirements
   B. Work permits and age certificate
   C. Safety

VI. Advantages of program
   A. Student
   B. School
   C. Community

SECOND YEAR; OPTION THREE

This option is provided 1) for the student who may not have met all the objectives he/she or the instructor felt were necessary before moving into Option One or Two of the Second-Year Program, or 2) for the student who wants to develop greater knowledge or skill of some aspect(s) in the first year. It is not anticipated that a student selecting this option would need to pursue it for an entire year. Content of this option would be individualized according to student need and interest.

VIII.

SUGGESTED CURRICULUM CONTENT

THIRD YEAR

The Third-Year Program is designed to meet the needs and objectives of a wide range of students including those finding it necessary to drop out of school, those needing to work, those ready and qualified to enroll in a postsecondary program, and those needing more academic courses in order to qualify for a postsecondary program. A highly flexible and responsive program is necessary to meet the needs of all students.

THIRD YEAR; OPTION ONE

Co-op Education--This is the same plan as Option Two in the Second-Year Program. The students may be in their first or second year of co-op, depending on progress through previous content and options. If they are in their second year, they should be given the option of working in the same job or of selecting another area of the health field in which they are qualified to work.

THIRD YEAR; OPTION TWO

Georgia Senior Plan--The student may enroll in a postsecondary program preparing for employment in a specific job in the health field, and at the same time, qualify for a high school diploma.

THIRD YEAR; OPTION THREE

This student will select a course of study relevant to goals and objectives. This may mean that the student is taking all academic subjects in order to meet entrance requirements for a particular health career. The importance of involving this student in the Health Careers Club should be encouraged.

THIRD YEAR; OPTION FOUR

Full time employment may be necessary for some students. Guidance and direction should be maintained in order to provide for this student's need to pursue educational opportunities when the time is appropriate.

REFERENCES

Cluster Curriculum for High School Juniors and Seniors--An Exemplary Project. Indiana State Board of Vocational and Technical Education, September 1973.

Epstein, Jerome. Program Guide: A Guide for Development and Operation of a Secondary School Allied Health Career Program. University of California, Los Angeles, September 1972.

Health Careers. Health Occupations Education Unit, Bureau of Vocational Education, Kentucky Department of Education, Frankfort, Kentucky, June 30, 1973.

Health Occupations Education II. State of North Carolina Department of Public Instruction, Division of Occupational Education, Raleigh, North Carolina, 1973.

Health Occupations Handbook. Health Occupations Education, Division of Occupational Education, North Carolina Department of Public Instruction, Raleigh, North Carolina.

Hill, E. Jay. Orientation for Health Assistants. Health Occupations Instructional Materials Center, Division of Vocational Education, College of Education, University of Kentucky, July 1969.

Moore, Elizabeth V. Orientation to Health Occupations: A Teacher's Guide. State Department of Education, Division of Vocational Education, Health Occupations Unit, New Jersey, 1972.

APPENDIX

A. Recommended Audio-visuals A-1

Filmstrips with Cassettes or Records

Models

Audio-visual Software

Indexes to Resources

B. Recommended Equipment List B-1

C. Recommended Text and References C-1

D. Recommended List of Expendable Items D-1

E. Example Forms: Advisory Committee E-1

Notification of Appointment to Advisory Committee

Letter of Notification of Advisory Committee Meeting

Agenda for Advisory Committee Meeting

F. Example: Affiliation Agreement F-1

G. Example: Classroom Floorplan G-1

RECOMMENDED AUDIO-VISUALS

The audio-visuals in the following section have been compiled to incorporate the recommendations of the instructors in the Health Careers Program and teacher-coordinators of Health Careers Cooperative Education in the secondary Health Careers Education Program in Georgia.

Filmstrips with Cassettes or Records

Models

Audio-visual Software

Indexes to Resources

FILMSTRIPS WITH CASSETTES OR RECORDS

1. The following filmstrips with cassettes are available from Trainex Corporation, Garden Grove, California.

BN-108	Admission and Discharge
BN-121	Application of Binders and Bandages
BN-124	Assisting with a Physical Examination
BN-338	Assisting your Patient with Urine Elimination
HI-254	Bathing the Baby
BN-103	Bed Bath
BN-101	Blood Pressure
HI-252	Bottle Feeding
BN-341	Bowel Elimination
PC-186	Cardiopulmonary Resuscitation: Initial Phase
BN-117	Care of the Dying Patient
SN-152	Care of the Patient in a Cast
SN-148	Care of the Patient in Traction
HK-133	Cleaning the Isolation Room
HK-131	Cleaning the Occupied Room
BN-102	Cleansing Enema
BN-339	Collecting Urine Specimens
HI-268	Colostomy Care
HI-215	Diabetic Meal Planning
BN-107	Feeding the Patient
FS-158	Food Service Orientation
BN-125	The Hospital Story
PC-173	Intake and Output
HI-212	Introduction to Infant Care
BN-118	Isolation Technique
PC-201	Legal Implications in Nursing
BN-109	Lifting and Moving Patients
PC-177	Local Applications of Heat and Cold
PC-181	Maintaining the Patient's Chart
BN-110	Medical Asepsis
SN-145	Nasogastric Intubation and Gavage Feeding
HI-255	Normal Patterns of Development
SN-144	Nursing Care During Intravenous Therapy
BN-119	Observation and Charting
BN-104	Occupied Bed Making
PC-184	Operating Room--Scrubbing, Gowning and Gloving
BN-270	Oral Hygiene
BN-120	Orientation
SN-149	Oxygen Administration

BN-342 Peri Care
BN-112 Positioning to Prevent Contractures
BN-116 Preoperative and Postoperative Care
PC-179 Preoperative Skin Preparation
PC-185 The Prevention and Treatment of Decubiti
BN-113 Range of Joint Motion Exercises
SN-147 Sterile Technique and Dressing Change
BN-105 Temperature, Pulse and Respiration
BN-340 Testing Urine for Glucose and Ketones
SN-142 Tracheostomy Care
PC-182 Transcribing the Doctor's Orders
BN-106 Urinary Care
SN-140 Urinary Catheterization
PC-176 The Use of Protective Restraints
PC-178 Venipuncture and Starting an Intravenous Infusion
HI-214 What is Diabetes

2. The Anatomy and Physiology series is from Robert J. Brady, Washington, D.C.

AP-7 The Cardiovascular System
AP-1 The Cell
AP-10 The Digestive System
AP-12 The Endocrine System
AP-8 The Lymphatic and Reticuloendothelial Systems
AP-4 The Muscular System
AP-5 The Nervous System
AP-13 Nutrition, Metabolism, Fluid and Electrolyte Balance
AP-15 Reproduction in Humans
P-14 The Reproductive System
AP-9 The Respiratory System
AP-3 The Skeletal System
AP-2 The Skin
AP-6 The Special Senses
AP-11 The Urinary System

3. Guidance Associates of Pleasantville, NY, provides the following sound/filmstrips for job counseling. *

102 259 Job Hunting: Where to Begin
102 283 A Job that Goes Someplace
100 337 Trouble at Work
101 988 Your First Week on the Job
107 654 Your Job Interview

*It is suggested that either commercially produced or home-made transparencies be used to emphasize key points in the area.

4. The series, Jobs in Health Service, has been prepared by Coronet Instructional Films, Chicago, Illinois, and includes one filmstrip and cassette in each of the following areas.

Nurses Aide	Dental Lab Technician
Medical Laboratory Assistant	Dental Assistant
Optometric Assistant	Medical Photographer
Optical Technician	Radiology Technician

MODELS

Model, Heart, cut three ways/hinged

Model, "Human Development Survey"

Model, Human Head, sectioned

Model, Human Ear, external/internal

Model, Human skin, cross sectioned

Model, Human intestines

Model, Human spinal cord section

Skeleton, Articulated, with stand

Model, Human torso, articulated

Frohse Anatomical Charts (set)

Model, OB-GYN, hinged

AUDIO-VISUAL SOFTWARE

1. Cabinet, Storage, Cassette
2. Cabinet, Storage, Filmstrip
3. Camera, 35mm
4. Copier
5. Headphones, 600 ohm
6. Jackbox, 6-position with volume controls
7. Player, Cassette
8. Projectors:
   a. Projector, automatic thread, 16mm
   b. Projector, film loop, 8mm
   c. Projector, filmstrip, automatic playback, rear-screen
   d. Projector, filmstrip, 35mm
   e. Projector, slide, automatic
   f. Projector, slide, playback with rear screen
   g. Projector, overhead
9. Recorder, Cassette, Playback
10. Recorder, Cassette, Portable
11. Screen, Projection 50"x 50" tripod
12. Table, Projector, Portable 34"
13. Table, Projector, Portable 48"
14. Tapes, Cassette, C-60
15. Tray, Slide, Carousel

INDEXES TO RESOURCES

Abstracts of Instructional Materials In Vocational & Technical Education (AIM) (quarterly)
Abstracts of Research - (ARM) (quarterly)

The Center For Vocational & Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Educators Guide To Free Health, Physical Education & Recreation Materials
Educators Guide To Free Filmstrips
Educators Guide To Free Tapes, Scripts & Transcriptions
Educators Guide To Free Films

Educators Progress Service, Inc.
Randolph, Wisconsin 53956

Educators Purchasing Guide

North American Publishing Company
134 N. 13th Street
Philadelphia, PA 19107

Free and Inexpensive Learning Materials

Division Of Surveys and Field Services
George Peabody College For Teachers
Nashville, Tennessee 37203

Guide to Government Loan Film (16mm)
Guide to Government Loan Filmstrips, Slides, and Audio Tapes
Guide to Foreign - Government Loan Film (16mm)
Guide to Military Loan Film (16mm)
Guide to Free-Loan Training Films (16mm)
Guide to State-Loan Film (16mm)

Serina Press
70 Kennedy Street
Alexandria, Virginia 22305

Learning Directory - 7 vol. with annual update

Westinghouse Learning Press
100 Park Avenue
New York, N. Y. 10017

National Center for Audio Tapes Catalog

University of Colorodo
Stadium Building Room 320
Boulder, Colorado 30302

NICEM Index to 35mm Filmstrips (2 vol.)
NICEM Index to Procedures and Distributors (non-book media)
NICEM Index-Educational Overhead Transparencies
NICEM Index-Educational Video Tapes
NICEM Index-8mm Motion Cartridges
NICEM Index-Educational Audio Tapes
NICEM Index-16mm Educational Films (3 vol.)

National Information Center for
Educational Media
University of Southern California
University Park
Los Angeles, CA 90007

RECOMMENDED EQUIPMENT LIST

The equipment in the following section has been compiled to incorporate the recommendations of the teachers in the Health Careers Education Program. A list of the STATE APPROVED equipment may be obtained from the Georgia State Department of Education.

RECOMMENDED EQUIPMENT LIST

1. Air-splint set

2. Airways:
   a. Adult
   b. Child

3. Albuminometers, Kimax

4. Anatomic training simulation cut-away

5. Aquamatic K-Pad Unit, 5 3/4" x 3', 6". Wt. 4 lb. 6 oz.

6. Armboards, 18", padded

7. Baby Equipment:
   a. Baby crib
   b. Infant bath basin
   c. Baby bottles with caps
   d. Nipples
   e. Baby bottle sterilizer
   f. Baby scales
   g. Bassinette
   h. Can opener (for evaporated milk cans)

8. Bags:
   a. Bag, drainage, Urinary
   b. Bag, Enema
   c. Bag, douche

9. Bandages:
   a. Ace bandage 4"
   b. Ace bandage 6"
   c. Ace bandage 2"
   e. Elastic bandages
   f. Triangular bandage

10. Basins:
    a. Basin, curved
    b. Basin, emesis
    c. Basin, wash

11. Beds and Equipment:
    a. Bed, hospital; 1 1/2", steel tubing, 76" inside spring length, dual cranks, 3" ball bearing caster, 2 casters w/brakes

b. Bed, electrical, hospital. Patient control, on casters w/brakes. w/ side rails
c. Mattress, hospital innerspring, sisal insulated/plastic cover to fit hospital bed
d. Side rails for adult beds
e. Trapeze bar and frame (for orthopedic bed)
f. Cabinet, bedside, hospital, w/one full width drawer, one adjustable shelf, piano hinge door, resistant top, 19"w x 19"d x 30"h
g. Table, overbed, side crank, adjustable height caster, single pedestal, rests
h. Footstool, to accompany hospital bed
i. Bedpan, satin finish
j. Bedpan, fracture

12. Blood sugar outfit

13. Clinitest and Acetest

14. Boat with cover; stainless steel 6 x 4 x 2

15. Book cart with wheels

16. Bottle, hot water; combination hot water bottle and ice cap, wide neck for easy filling, folding self-closing neck, rustproof closure bar

17. Bowl, sponge, stainless steel

18. Brush, surgical scrub

19. Bucket, kick, stainless steel with casters

20. Cabinet, filing, steel, four drawer, w/lock

21. Cart, book; welded steel construction, 36" long, 18" wide, 43" high, four sloping shelves and one flat shelf, square tubing frames, equipped with 4" casters

22. Chart rack, mobile, w/charts

23. Chart, holder, bookform; for use with vertical racks, heavy-gauge aluminum, rubber-covered extension hangers, strong springs for closing, name card clip on cover, 9" wide, 12" long

24. Clock, commercial wall, sweep second hand

25. Commode, bedside

26. Container, waste, round; step-on type, 14 qt., stainless steel, removable inner pail

27. Crutches (adjustable)

28. Davol invalid ring

29. Diagnostic Set, combination; ophthalmoscope, otoscope with medium standard battery handle, extra lamps, deluxe case

30. Dinnerware, 4-place; Melmac, plain white pattern set to consist of four (4) each of the following pieces: 10" dinner plate, 7" salad plate, 6" saucer, 8 oz. cup, 12 oz. bowl, 6" bread and butter plate, 5 oz. tumbler, 12 oz. tumbler, creamer, sugar bowl with lid and salt and pepper shakers

31. Dolls:
    a. Doll, Chase Hospital, baby
    b. Doll, Chase Hospital, female
    c. Resusci Baby with case
    d. Resusci Anne with case

32. Decanter and tumbler set, w/tray for bedside

33. Drainage bag with tubing (disposable); urinary

34. Dropper, medicine; straight tip, dive resilient rubber bulb

35. Dryer, electric or gas

36. Eye charts, Snellen's

37. Flashlight, unbreakable, w/battery

38. Hammer, percussion, 7 1/2"

39. Hamper, linen, w/bag, on casters, steel frame

40. Hemoglobinometer, Spencer, pocket

41. Hydrometers (Urinometers)

42. Ice bag, collar style

43. Instruments:
    a. Instrument tray with cover
    b. Suture scissors
    c. Towel clamps

d. Nasal speculum
e. Scapel without blade
f. Mosquito forceps, curved
g. Mosquito forceps, straight
h. Safety razors
i. Tissue forceps
j. Skin forceps
k. Kelly forceps, straight
l. Kelly forceps, curved
m. Retra Ctor, skin
n. Needle holder
o. Sponge forceps
p. Allis clamps
q. Suture needles
r. Instrument container
s. Instrument tray
t. Hemostats, curved
u. Hemostats, straight
v. Scissors, bandage
w. Unit, transfer forceps
x. Hammer, percussion
y. Forceps, sponge

44. Jar set, dressing; w/covers

45. Jar set, glass, labeled

46. Lamp, floor model, goose-necked, flexible neck

47. Linens: (all bed linen Perma-press)
a. Blankets, thermal, washable, 72 x 100
b. Bedspreads, cord, cotton, washable
c. Gowns isolation
d. Gowns, patient, adjustable
e. Pillow-cases, white, 42" x 36"
f. Pillows, washable
g. Sheepskin, full, washable
h. Sheets, white, flat, 72" x 108"
i. Plain cotton sheets (crib size)
j. Rubbersheeting, (draw sheets)
k. Towels, 2' x 4' (bath)
l. Towels, terry (facial) 13" x 24"
m. Washcloths, terry, 12" x 12"

48. Opener, can: for juice and beverage cans, punches both holes at the same time, single piece of strong chrome plated steel

49. Oxygen, catheter; for respiration in operations involving nasal passages, side openings, hole in tip, funnel end, latex rubber, disposable

50. Oxygen, cannulae, nasal; disposable, lightweight, self-retaining head strap, complete with tubing

51. Oxygen mask (disposable)

52. Measures:
    a. Measuring cups 8 oz., 4 oz., 2 oz.
    b. Measure, graduated, w/handle (cc's)
    c. Measure, graduated medicine cup

53. Microscope, teaching scope w/dual binoculars

54. Models:
    a. Model, human torso
    b. Model, OB-GYN
    c. Model, eye
    d. Model, ear

55. Pegboard, for glassware

56. Pointer, telescopic, metal, one yd.

57. Receptacle, waste, step-on type, inner container lifts out, w/handle and hinged lid

58. Refrigerator, two-door

59. Restraint straps, body

60. Restraint straps, wrist type

61. Rinser (hair) for the bedfast; high impact polystyrene

62. Scale, hospital-type, measuring rod, steel construction, rubber covered platform

63. Scissors, bandage, 7 1/4"

64. Screens, portable, 3 section, hinged

65. Sets:
    a. Catheter irrigation set
    b. Disposable douche set
    c. Disposable enema set

66. Skeleton, articulated

67. Soap dish and drain tray

68. Soap dispenser, liquid

69. Sphygmomanometer, aneroid, velcro cuff

70. Splint, orthopedic, airplane

71. Specimen:
    a. Sputum specimen cup, disposable
    b. Urine specimen bottle

72. Stand, Mayo, adjustable height, stainless steel, removable tray

73. Stand, Rams-Horn IV

74. Sterilizer, autoclave

75. Stethescope, open, diaphragm

76. Stethescope, teaching, dual earpieces

77. Stretchers:
    a. Stretcher, folding, mobile, steel frame, 10" ball bearing swivel casters, full circle bumper, locks securely in open position, 26"w x 72"l x 32"h
    b. Pad, for folding stretcher, 1 1/2" non-conductive
    c. Folding ambulance stretcher

78. Stove, three burner and deep well, automatic timer (oven and one burner), single oven, light, and clock

79. Syringe:
    a. Asepto syringe
    b. Bulb syringe
    c. Ear syringe

80. Tableware, four-place

81. Table, treatment, stainless steel, two drawer, on casters

82. Table, utility, w/storage drawers, stainless steel, on casters, bottom shelf

83. Thermometers:
    a. Thermometer, large wall, in Centigrade and Farenheit
    b. Thermometer, combination
    c. Thermometers, bath, wooden base

d. Thermometer, candy
e. Thermometer, meat
f. Thermometers, oral, clinical
g. Thermometers, rectal, clinical
h. Thermometer, wall, wood back, 7" long, range-20 to 120 degrees Fahrenheit, non-fading red liquid tube, magnifying lens
i. Thermometer, weather, rectangular
j. Thermometer, weather, round
k. Thermometers, clinical, containers

84. Timer, electric interval

85. Tray:
a. Serving trays
b. Catheter irrigation tray

86. Tub, bath (portable with drain pump)

87. Tubes, test, pyrex w/lip, 18mm x 150mm

88. Tube, test racks, rubberized

89. Urinal, stainless steel

90. Urinometer

91. Urinary cath tray

92. Walker, adjustable, light weight

93. Walker, 4 point with crutch tips

94. Washer, automatic

95. Wheelchair, padded seat w/vinyl cover equip., chrome plated steel frame, ball bearing swivel wheels, adjustable foot rests, brakes, 24 1/2" wide, folds to 10 3/4" wide, seat size 16" x 15 1/2" x 19"

RECOMMENDED TEXTS AND REFERENCES

The texts and references in the following section have been compiled to incorporate the recommendations of the teachers in the Health Careers Education Program. A list of the STATE APPROVED texts may be obtained from the Georgia State Department of Education.

RECOMMENDED TEXTS AND REFERENCES

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RECOMMENDED LIST OF EXPENDABLE ITEMS

The list of expendable items in the following section include products which are utilized and absorbed during classroom experiences and may, therefore, not appear on the state approved list of equipment but are vital to normal classroom-laboratory experiences. This list was compiled to incorporate the recommendations of the teachers in the Health Careers Education Program.

RECOMMENDED LIST OF EXPENDABLE ITEMS

1. Alcohol

2. Anti-embolism stockings
   a. Small
   b. Medium
   c. Large
   d. Extra large

3. Applicators

4. Bandages and binders
   a. ABD's
   b. Abdominal binders
   c. Ace bandages
   d. Band-aids
   e. 4 x 4's
   f. Kling 2" 1/2" 3"
   g. Triangular bandages

5. Batteries (regular size)

6. Brown paper bags

7. Catheters
   a. Foley
   b. French
   c. Catheter kits

8. Chart material
   a. Lab slips
   b. Nurses notes
   c. Physician's notes and other sheets for charts

9. Cleaning cloths

10. Cotton balls

11. Cup
    a. Denture cups
    b. Feces specimen cup
    c. Sputum cups
    d. Urine specimen cup

12. Dentures

13. Douche bag

14. Enema cans

15. Gloves
    a. Disposable rubber gloves
    b. Sterile golves

16. Glycerine swabs

17. Hand lotion

18. Hospital admission package

19. Isolation masks

20. Ketodiastix

21. Tissue wipes

22. Lab sticks

23. Lancets

24. Laundry detergent (or linen service)

25. N-G tubes

26. Oxygen tubes (nasal cannulas, masks, catheters)

27. Disposable diapers

28. Paper cups

29. Paper plates

30. Petri dishes

31. Portable sitz baths

32. Prep pads

33. Rubber bands

34. Sheets, disposable

35. Slides

36. Soap
    a. Bar soap
    b. Liquid soap
    c. Liquid soap dispenser

37. Sterile lubricant (K-Y jelly)

38. Surgical prep trays

39. Tape
    a. Adhesive tape
    b. Paper tape

40. Tongue blades

41. Tooth brushes

42. Toothpaste

EXAMPLE FORMS: ADVISORY COMMITTEE

Notification of Appointment to Advisory Committee

Letter of Notification of Advisory Committee Meeting

Agenda for Advisory Committee Meeting

Example: Notification of Appointment

to Advisory Committee

Ms. Shirley Roberts, RN
Director of Nursing Service
General Hospital
City, Georgia

Dear Ms. Roberts:

This letter will be the official notification of your appointment to our Health Careers Advisory Committee. As the Committee's name implies, it advises and makes recommendations toward the betterment of our Health Careers Education Program. I am enclosing a booklet that further explains the function of the Advisory Committee.

I hope that you may work your schedule so you will be able to attend the meetings. We, normally, ask for a consensus of the members before selecting a day for a meeting; so please feel free to interject your commitments at this time. I would, also, hope that if you are unable to attend a meeting, you would send someone to represent you, in order that you may keep abreast of the movement of the committee.

We, in the school system, rely heavily on advisory committees to assist us in constantly keeping our program up-to-date. I feel sure that a person in your position will be able to offer much in the field of Health Careers Education to our young people.

Sincerely,

Health Careers Instructor

Example: Letter of Notification of

Advisory Committee Meeting

Our first Health Careers Advisory Committee meeting will be held _____ (date), _____ (time) at the _____. I'm including an agenda for our meeting. This is one of our most important meetings of the year.

Be sure to mark _____ (date) on your calendar for our meeting. If you are unable to attend, please send someone to represent you.

Sincerely,

Health Careers Instructor

Example: Agenda for Advisory

Committee Meeting

I. Call to order and welcome . . . . . Teacher Coordinator

II. Introduction of guests . . . . .Vocational Supervisor

III. Purpose of an Advisory Committee. . . . . Superintendent

IV. PRESENTATIONS;

1. Overview three year curriculum plan for health education at the secondary level. . . . . Instructor

2. Students' progress in health careers. . . . . Teacher Coordinator

3. The cooperative health careers program . . . Teacher Coordinator

V. PROBLEMS:

1. Evaluation of the proposed curriculum

2. Other concerns or questions

VI. ADJOURNMENT

EXAMPLE FORM: AFFILIATION AGREEMENT

Clinical health facilities within the community often provide opportunities to see health workers in action and allow the students to develop competencies in the performance of health care skills. When health care facilities are used as an extension of the classroom, it is recommended that a written agreement between each clinical agency and the school be developed and reviewed annually. An example of a suggested form is found on the following page.

HEALTH CAREERS EDUCATION PROGRAM

AFFILIATION AGREEMENT

_____Clinical Health Care Facility and

_____High School, Health Careers Education Program mutually agree to accept Health Careers Students for clinical experience or observation under the following provisions:

The Clinical Facility, _____agrees to:

1. Provide such routine equipment and supplies as needed for client care in assigned area,

2. Retain employed personnel and not rely on students for providing services.

The School, _____agrees to:

1. Furnish adequate instructors for student supervision during clinical observation and experience, with only minimal supervision from the health care facility,

2. Instruct students prior to clinical experience,

3. Keep records on all students in the Health Careers Program.

The Student agrees to:

1. Observe all policies and procedures of the Health Care Facility during the affiliating period,

2. Provide evidence of good health prior to clinical experience.

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1. If either the Health Care Facility or School wishes to withdraw from this Agreement, a notice of six months shall be given the other party.

2. This Agreement is subject to review and renewal annually.

3. The terms of this Agreement shall be come effective_____.

Endorsements:

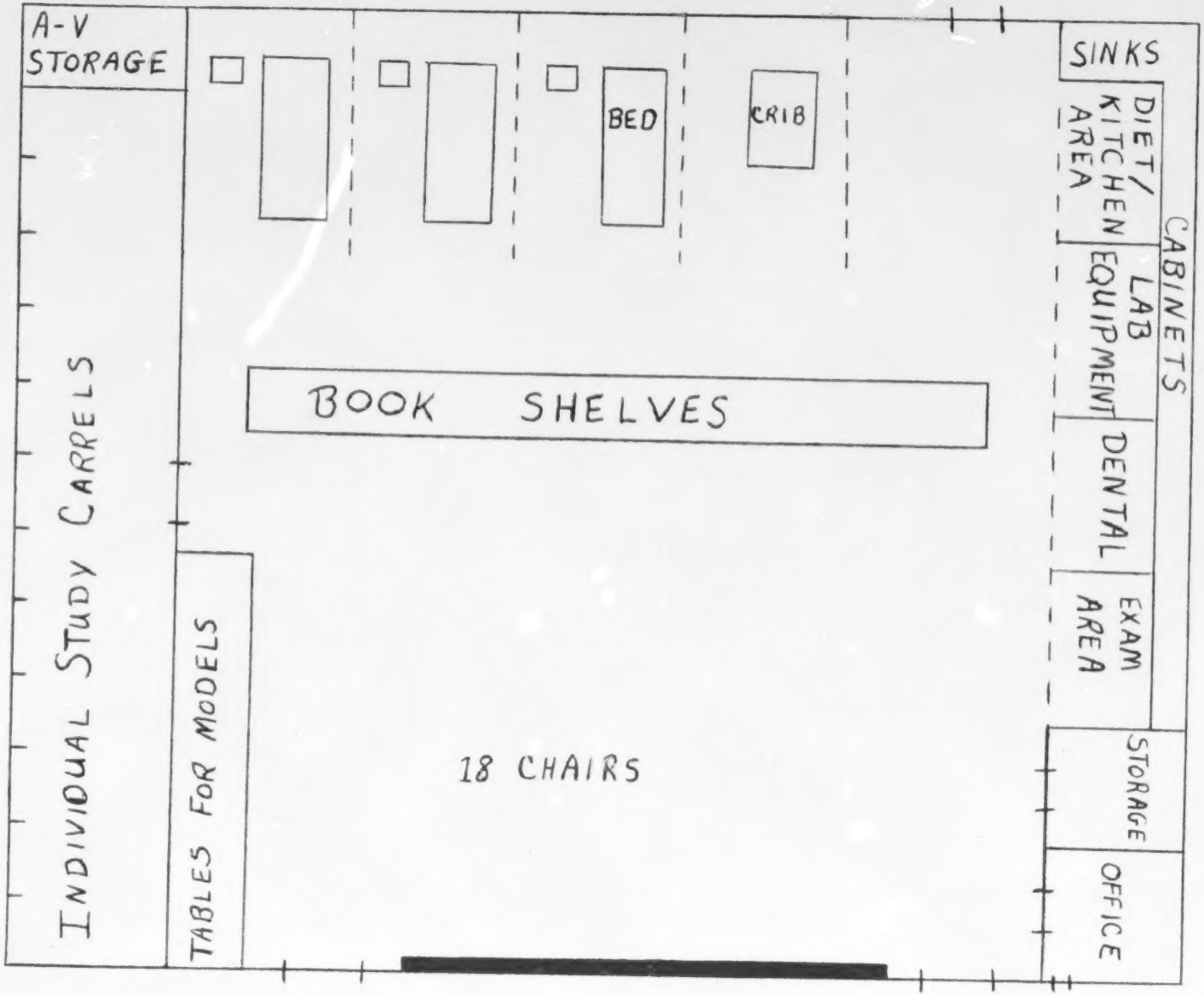
_____
Administrator,
Health Care Facility

_____
Administrator,
School

F-2

SUGGESTED CLASSROOM FLOORPLAN

The Health Careers Classroom should be functional for both group and individual study, with basic laboratory facilities to practice health skills. A suggested basic classroom floorplan is included on the following page.



Suggested Classroom Floorplan 2400 sq. ft.